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ABSTRACT

This report is intended: (1) to give local program developers and guidance practitioners an adequate base for conceptualizing and improving their programs for support personnel; (2) to provide a resource of concepts and of information about other programs; (3) to offer interested readers a comprehensive interdisciplinary coverage of the field of support personnel; and (4) to offer the guidance profession and its national organizations specific proposals and recommendations for consideration regarding support personnel in school guidance. Chapter One gives the basis for support personnel. Emerging patterns for support personnel is discussed in Chapter Two. This includes role perception, working conditions, and training. Chapter Three offers surveys of opinion on support personnel. Chapter Four presents an integrative position on support personnel in school guidance. Also included are recommendations for training, roles, recruitment, and supervision of personnel. Chapter Five discusses the future, evaluation needs, and action needs regarding support personnel. (Author/KJ)

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SUPPORT PERSONNEL IN SCHOOL GUIDANCE PROGRAMS

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March, 1970

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SUPPORT PERSONNEL IN SCHOOL GUIDANCE PROGRAMS

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PREFACE

We are firmly convinced that one important route to effective guidance services and to effective use of guidance manpower lies in the introduction of support personnel into school guidance programs. After over two years of conducting surveys, synthesizing findings from literature, and gathering reports from local demonstration projects, it is apparent that the need is crucial and that considerable thought is being given to the use of support personnel in school guidance. It is also apparent that many present action programs are using "soft" money, and that they may soon phase out of existence as another instance of the experiment which had brilliant potential but died for lack of local fiscal support. This report is intended (1) to give local program developers and guidance practitioners an adequate base for conceptualizing and improving their programs for support personnel, (2) to provide a resource of concepts and of information about other programs for those who are hoping for school district funds, (3) to offer interested readers a comprehensive interdisciplinary coverage of the field of support personnel, and (4) to offer the guidance profession and its national organizations specific proposals and recommendations for consideration regarding support personnel in school guidance.

The ACES Committee on Support Personnel for Guidance in the Schools stands ready to assist readers of this report. Clarification of material may be needed; exploration and extension of ideas and recommendations may be desired; issues and problems not treated completely or at all may be pursued. Correspondence directed to the Chairman is welcomed.

The Committee acknowledges with gratitude the help of a number of persons who contributed vitally to the development of the report. Special appreciation is extended to Dr. J. Maxson Reeves for his survey of state departments of education contained in Chapter 3 and for his early assistance in the Committee's work; to Gary Fish, Master's student at the University of Rochester, for his competent help in searching and synthesizing literature; to Marilyn Singer, Stephanie Griffin, and Sister Maureen James Egan, Master's students at the University of Massachusetts, for their help in development of the tasks lists for support personnel; and to Paul Daigle, Master's student at the University of Maine, for his efforts in the early stages of compiling and synthesizing a picture of training programs nationwide.

ACES Committee on Support Personnel for Guidance in the Schools

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CHAPTER 1

THE BASIS FOR SUPPORT PERSONNEL IN SCHOOL GUIDANCE

The 1970's can be called a time of acutely sharpened awareness of the need for humanizing, personalizing, helping services. It is a time when equal opportunity for all is sought after more eagerly, especially by those who have experienced economic, educational, or cultural disadvantage. It is a time when institutions are ever larger and seem more impersonal in the handling of their human members; yet those members crave involvement and a sense of belonging. It is a time when increased technology and complex social issues create the need for more and better attention to human problems.

School counselors and guidance specialists are beleaguered, as are their counterparts in mental health, social work, clinical and school psychology, and other helping professions. Among the special forces acting on school guidance personnel, shortage of professional staff is critical. In 1967 the Interagency Task Force on Counseling (U.S. Department of Labor, 1967) reported that over 95,000 new counselor positions would be needed by 1971, most of which are in elementary and secondary schools. About 60,000 individuals are expected to earn degrees and certificates in guidance and counseling during the same time period, leaving a deficit of over 30,000 counselors. In addition, preparation programs are tending to become longer; this extends the preparation time for counselors and makes existing educational facilities even less available for new candidates.

In addition to manpower shortages, another problem affecting counselors appears in the form of expanded role expectations and the widening variety of activities required in their work. They must attend to increasingly diverse segments of society; they must absorb and translate into action the great amounts of productive research results which are becoming available; and there is a trend for counselors to view themselves as functioning in ways other than in providing direct one-to-one counseling help to clients. As a result, the providing of high quality, personalized counseling services is becoming increasingly difficult.

A third major problem area for counselors is their increased awareness that they are comparatively ineffective with certain populations, for example with persons of different cultural or socioeconomic status, where the aims and programs of the school are not shared by or readily accepted in the home.

At one time the solution to many of these problems seemed to lie in the preparation of larger cadres of professional counselors. This no longer seems feasible, both because of the continuing shortage of counselors and because of diminishing willingness of school taxpayers to support additional programs. The establishment of educational and social welfare agencies outside of education (e. g. Manpower Centers, Job Corps Centers, Community Action Programs, Youth Opportunity Centers) has helped by offering alternate routes to training youth and in providing additional opportunities for personalized attention; but at the same time the need for counseling services has been accentuated because of the creation of additional counselor position vacancies.

In recent years the teaching profession has introduced teacher aides, partly to free teachers from routine duties and partly to assist in the teaching process itself. Tutoring, small-group review work, and reading, for example, are performed capably by aides. The teacher's role itself is changing to that of a diagnostician, a learning-environment manager, a planner of programs. Much success and satisfaction has been experienced in the use of aides (New York State Education Department, 1966). Similarly, aides have been introduced into school social work as community contact agents, and into school mental health programs (Cowen, 1967).

The concept of using subprofessional trained aides has recently been introduced into counseling and guidance as a resource to relieve critical shortages of professional personnel, but more importantly to provide fuller and more effective services to clients. One of the strongest arguments which commend the use of aides is that the counselor is provided relief from handling all aspects of his counseling caseload alone. He is offered help in those areas of work where a nonprofessional can function successfully and which do not require specific professional judgment or involvement. The support person may be able to spend a whole day if needed by a client (for example, staying with a youngster in court), or can assist in some of the routine aspects of the counselor's job. Further, as the support person's work becomes more competent, the professional may move into areas he seldom had time to move into before--areas he, in fact, may be trained to work in. He might assist the school staff to improve the quality of the teaching-learning process; he might help parents to understand their children and work more effectively with them; he might assist in development of a curriculum which accommodates children's needs and community trends.

Another potent argument for the use of aides comes out of recognition that counselors are not as effective as they might be with certain clients who do not share the professional's values, aspirations, or life style. The abstract-thinking, verbally facile, upwardly aspiring counselor who has completed five or more years of higher education may not be able to establish a productive relationship with those clients who do not have similar characteristics. Counselors who are specially concerned with providing quality services to their whole student population need seriously to examine the range of their own effectiveness. An aide who is selected from the neighborhood of the school may offer distinct advantages. Such a person may have knowledge and insight about neighborhood characteristics and mores that could be of enormous value in helping the school community. An aide who is an articulate representative of the community can perform a most useful bridging function--bringing neighborhood and school closer together. In addition, such a person may be able to produce effects with individual students or families that the counselor himself cannot do.

A final argument, presented mostly in urban areas where unemployment is a chronic problem, is that the creation of aide positions can offer a new job market for persons seeking work. Such a manpower need-meeting purpose can effectively be combined with other rationales for introducing aides into counseling services.

BACKGROUND FOR SUPPORT PERSONNEL.

The use of personnel who are not fully qualified as professionals, but who perform many of the tasks of professionals, is well known in medicine, law, and engineering. In medicine, when professional demands on doctors became too great, nurses were introduced as welcome and legitimate helpers in the performance of many duties. In more recent times, the licensed practical nurse (and even more lately, the nurse's aide) was introduced as nurses' duties increased and became more complex.

Federally funded New Careers programs and community mental health programs have given great impetus to the aide movement. Professionals have been prompted to re-examine their many duties and responsibilities to locate aspects of their work which might be delegated under supervision to lesser trained personnel. Many of these programs use as aides persons recruited from the immediate neighborhood where the agency is located--indigenous personnel.

A federally funded program, CAUSE (Counselor Advisor University Summer Education), which was introduced to provide short-term training for counselor assistants in the United States Employment Service, stimulated both great interest and concern among counselors. The American Personnel and Guidance Association (APGA) and the American Psychological Association (APA) carried numerous articles in their periodical literature arguing the pros and cons of such a program. Ultimately, APGA, which speaks for the professional interests of counselors including school counselors, issued a statement through its Executive Council which deplored the fact that "...the manner in which the CAUSE program has been organized and conducted is not consistent with good professional practice..." (APGA Executive Council, 1965).

Given the urgent pressures on counselors, however, the use of subprofessionals in counseling activities has increasingly become a necessity. In addition, the precedent established in other helping professions has given both encouragement, experience, and verified success with aides. This lends considerable validity and strength to the establishment of plans for adding subprofessional aides to counseling staffs.

Although the CAUSE program elicited a negative statement from APGA, the support personnel concept had been launched and was being considered actively. In 1964, the APGA Pupil Personnel Services Committee had asked itself: "Is it possible to meet expanded needs for counseling and related services through the use of persons who have had only a part of the recommended program of preparation? If so, what should be the nature of this 'partial' preparation and what kinds of tasks should be assigned to these workers?" (Loughary, 1965). In 1966, APGA adopted a policy statement on the role and preparation of aides in counseling. In the statement, aides are officially named "support personnel", a rationale for the use of support personnel is provided, and a set of principles that guide their role development and preparation is explained. Finally, typical activities of support personnel are listed. (APGA Professional Preparation and Standards Committee, 1967).

In 1968, the Association for Counselor Education and Supervision, a division of APGA, formed a Committee on Support Personnel for Guidance in the Schools, in an effort to assist in implementation of the official APGA statement. The Committee took as its specific charge the application of the statement to school counseling and guidance. The substantive materials which formed the basis for the Committee's decisions and recommendations are contained in this report, and are offered as content and an enumeration of resources for further study by counselor educators, counselors, administrators, and others who desire to become informed about support personnel for guidance in the schools.

DEFINITION OF SUPPORT PERSONNEL.

The literatures of teaching, mental health agencies, and counseling in educational settings reveal varying titles and ways of using support persons. Titles such as "nonprofessional", "subprofessional", "auxiliary", "aide", "technician", "paraprofessional", and "assistant" are commonly used. One group (Bowman and Klopf, 1967) distinguishes three functional levels of support personnel: the aide, the assistant, and the associate. The term support personnel will consistently be used throughout the remainder of this report. The APGA role statement on support personnel does not provide a specific definition, but describes the position. The usage of the term in this report is consistent with the APGA description:

(1) The concept of support personnel does not refer to consultative or referral relationships between the counselor and social workers, psychologists, or other helping professionals. (2) Support personnel function in a line relationship to counselors. (3) Career patterns differentiate counselors from support personnel. Support personnel jobs may or may not provide specific promotional possibilities. If support personnel wish to become professional counselors, they must meet necessary academic and personal qualifications of professional counselors. (4) Counselors perform the counseling function, whereas support personnel perform activities that contribute in other ways to the over-all service. (5) Counselor activity involves synthesis and

integration of parts of the total range of services, whereas the work of support personnel tends toward the particular. They may also specialize in one or more support functions. (6) Counselors base their performance on relevant theory and knowledge of effective procedures. Support personnel may have less theoretical background.

For the purposes of this report, support personnel are distinguished not only from counselors, but also from clerical and secretarial personnel. As will be evident from literature reviews which follow, support personnel require these distinctions in order to achieve identity. They are distinguished from clerical and secretarial personnel in two ways: (1) their training--whether obtained preservice or inservice, in the job setting or through an external agency--includes some exposure to guidance knowledges and understandings; and (2) the tasks they perform are more related to the guidance function than to the clerical function. That is, in terms of time spent, support personnel are more often involved in guidance-related activities than in clerical activities; and in terms of specificity, successful performance of their duties requires some specific guidance knowledge or understanding as opposed to skills common to secretarial and clerical personnel.

In this report, then, support personnel are those persons who help in the performance of a variety of tasks specifically related to the work of the counselor in the school and requiring some guidance knowledge. Support personnel are distinguished from counselors in that they lack the full educational credentials of a professional and do not function as autonomously in their positions as do counselors. The job is not construed to be one filled by a temporary person such as a guidance intern. It is a paid position. The tasks performed may include both direct services to counselees and indirect services.

PREVIEW.

In the course of its work, the ACES Committee on Support Personnel for Guidance in the Schools has reviewed critically the support personnel literature in the fields of guidance, teaching, and related helping professions outside of education. It has surveyed practicing counselors, working support personnel themselves, and guidance spokesmen in state departments of education in order to determine the status of support personnel, the trends in preparation and use of support personnel, and the preferences and judgments of those who are involved as or connected with support persons. The Committee, further, has explored support personnel training and demonstration programs nationwide. The cross-disciplinary literature reviews are reported in Chapter 2. The surveys are presented in Chapter 3. From this data base is developed a series of implications for counseling and guidance, and recommendations for the profession to consider in its further implementation of support personnel. These are reported in Chapters 4 and 5.

CHAPTER 2

EMERGING PATTERNS FOR SUPPORT PERSONNEL

That support personnel should be introduced into counseling and guidance practice is not surprising. That such early attention should have been given to the development of a detailed role and function statement by APGA seems somewhat more surprising. However, the action can be understood in light of two significant occurrences:

(1) Professional groups within APGA have been developing statements of role and function for their members over recent years, and it seemed appropriate to do the same for support personnel. The APGA statement itself explains, "The concept of Support Personnel is not new. What is new is the systematic programming of such roles" (APGA Professional Preparation and Standards Committee, 1967).

(2) The heated reaction to the Department of Labor's CAUSE program prompted great caution even on the part of those who were enthusiastic about the potential in using support personnel. Hence, it may be surmised, APGA's speed and care spelling out in a formal statement the differences between support personnel and counselors.

The teaching profession, through the National Education Association, has recently adopted a concrete statement encouraging the development of support personnel. It sees the addition of support personnel in the schools as "one of the most challenging and hopeful advances in modern education" (National Commission on Teacher

Education and Professional Standards, 1967).

The American Psychological Association, Division of Counseling Psychology, has adopted a policy of encouraging experimentation with support personnel, but has not issued a formal role statement (Warnath, 1967).

Other human services groups (social work, clinical psychology, rehabilitation counseling, for example) have not yet taken formal positions through their professional organizations on the use of support personnel. New Careers programs, stemming from poverty legislation of recent years, use support personnel concepts as the very heart of their implementation (Bowman and Klopf, 1968). In education circles, other than teaching, school nurse-teachers have been encouraged to consider support personnel in their work (Tipple, 1969). The National Association of Pupil Personnel Administrators is currently exploring the major issues concerning support personnel and is expecting to issue a formal statement.[1]

The State of California was the first to adopt specific legislation in behalf of support personnel in schools. Its Instructional Aide Act (State of California, 1968) permits the use of aides both for teachers and for other certificated school personnel. Tasks may be assigned at the direction of the teacher. The Act specifically denies misuse of aides as full time teachers or to permit larger class sizes. New York State has adopted legislation (State of New York, 1969) in support of teacher aides. The specific intent of this legislation is to offer schools the widest latitude in selecting teaching assistants, and to permit aides to function under general (minimal) supervision of the certified teacher.

---

[1] Personal communication, Elizabeth Ewell. February 27, 1970.

There is much literature concerning support personnel among the various human services fields both in and outside of education. In addition, a number of training and demonstration programs have been conducted by personnel from all of the groups and disciplines in recent years.

The task of this chapter is to summarize some of the current trends in conceptualizing about and in the actual use of support personnel. The focus of the review, as indeed of the whole report, is upon support personnel for guidance in the elementary and secondary schools. However, inasmuch as other professional helping groups have experimented with and studied the use of support personnel long before guidance and counseling, it seems important to consider the experiences and findings of these other groups as we develop our own thinking on the subject.

Full consideration of an occupational role demands taking into account the following factors: recruitment and selection, training and supervision, role development, working conditions, and relationships of the role to other roles and to the work setting. These various factors will be reviewed in the sections which follow.

In addition, the ACES Committee on Support Personnel for Guidance in the Schools felt a serious lack of information in three areas concerning support personnel in guidance: the opinions of practicing counselors, the opinions of the guidance units within state departments of education, and the opinions of working support personnel themselves. Three nationwide surveys were conducted by the Committee to fill this gap. Pertinent findings from the surveys are introduced into the following reviews. The full report of all three surveys is presented in Chapter 3.

CONCEPTS OF ROLE AND LEVELS OF FUNCTION.

Varying Opinion on Introduction of Support Personnel.

There seems to be little doubt that support personnel concepts are being explored and workers actually used in the helping and teaching professions. Policy statements by professional organizations and legislative enactments of individual states have already been cited. In addition, state-level educational agencies are beginning to act more specifically with regard to support personnel for guidance and pupil personnel services. The New York State Department of Education has distributed for reaction a set of proposed guidelines for the career development of support personnel in pupil personnel services (New York State Education Department, 1969). Spokesmen for guidance in a majority of state education departments nationwide (Reeves, 1968) have indicated that great need exists and expressed willingness to introduce support personnel into school guidance programs. Federal grants have been awarded for training support personnel (Leland and others, 1969; Oregon State University, 1969; Muto, 1968).

It is also true, however, that varying degrees of caution appear in the literature regarding introduction of support personnel into helping services. Gordon (1965) feels that the institution and the professional must clearly identify how to incorporate support personnel into their structures. Because of the shortage of personnel, especially in agencies outside of education, support personnel could be inappropriately used as if they were fully qualified. Fisher (1968) expresses this same concern with regard to support personnel for school counselors.

To prevent the dilution of professional standards, Gordon (1965) suggests the most important challenge faced by the helping professions is that of dividing the professional role into subprofessional classifications or subroles, each of which may be filled by people with less than complete professional training. He conceives a team approach in which, under the direction of the professional, each member bears a responsibility for one part of the total helping process.

Identification of Functions of Support Personnel.

Patterson (1965) took the position that support personnel might be different in several ways from professionals, such as in regard to personality or type of preparation. He called for identification and definition of functions which could be performed by individuals with lesser skills than fully prepared professional counselors. Richan (1961) proposed that support personnel and professionals be distinguished in terms of degree of autonomy and the degree of sophistication or vulnerability the client shows.

Several enumerations and descriptions of support personnel functions and duties in counseling and guidance have been offered.

The APGA role statement on support personnel (APGA Professional

Preparation and Standards Committee, 1967) lists several clusters of related activities; these clusters are termed functions. It suggests for support personnel both direct and indirect helping relationships. "Direct" refers to actual contact with counselees. However, it is stressed that person-to-person contact is not identical with or equivalent to counseling as conducted by the counselor. "Indirect" means providing services which do not involve the support person with face-to-face contact with the counselee, but which allow him to do work on a client's behalf or in furthering the whole guidance service as suggested by the counselor. APGA's thirty-two suggested activities for support personnel are grouped as follows:

Direct Helping Relationships:

1. Individual Interviewing Function
2. Small-Group Interviewing or Discussion Function

Indirect Helping Relationships:

1. Information Gathering and Processing Function
2. Referral Function
3. Placement Function
4. Program Planning and Management Function

The APGA role statement's outline of typical activities of support personnel does not have the specific intention of providing a detailed job description for the work of support personnel. The document provides guidelines for job descriptions with the explicit provision that support personnel plan and perform their duties under the counselor's supervision. (The full APGA statement is included in this report as Appendix A).

A recent survey by Salim (1969) asked presently employed support personnel in school guidance programs whether or not they were actually performing activities proposed by the APGA role statement.

The results indicate that all of the APGA suggested activities are being performed, and a good many others besides. The skill and preparation requirements of the "other" tasks listed tend to be at lower skill levels than that expected by the APGA statement. Similarly, school counselors in the Zimpfer (1969) survey expressed their eagerness to use support personnel according to the APGA statement; but at the same time, because of the need, considered using support personnel in the clerical and custodial functions of their offices.

A statement of specific school guidance support personnel tasks developed for this report served as the conceptualization base for a local school project funded by the Education Professions Development Act (Fredrickson, 1969). The entry level tasks in this statement seem to require an average of somewhat lesser skills, responsibility, and preparation by support persons than the APGA statement does. It frankly includes training in clerical tasks for support personnel, partly in recognition that these services are needed by counselors and partly in the belief that support persons may come from environments where they had not already developed fully their communication and clerical skills. Fredrickson constructed lists of tasks divided according to the areas of professional responsibility listed by the American School Counselor Association for secondary counselors (1964):

1. Planning and Development
2. Counseling
3. Pupil Appraisal
4. Educational and Occupational Planning
5. Referral
6. Placement
7. Parent Help
8. Staff Consulting
9. Public Relations
10. Local Research

Fredrickson also divides his several task-areas into levels of complexity. Fredrickson's report, like the APGA statement, emphasizes that each support activity is undertaken at the direction of and under supervision of the school counselor. (The full statement of this role conceptualization is presented as a part of Chapter 4 of this report, and the specific task areas proposed for support personnel are listed in Appendix B.)

Goldman (1967) offered a job description for a Guidance Information Technician. The Technician does not engage in individual counseling, parental interviews or consultation with teachers (except to obtain specific information about pupils). Essentially, he deals with information, its collation and transmission. The Technician performs such tasks as the following:

> Assists pupils to locate reference materials (pamphlets, looseleaf binders, filmstrips, recordings and films) about occupations and about schools and colleges.
>
> Places on cumulative and other records significant information such as test scores, teacher ratings and anecdotal reports, and health reports.
>
> Conducts individual and group orientation conferences with incoming pupils. Informs pupils of school curricular offerings, extracurricular opportunities, study methods and other aspects of adjustment and development in the school.
>
> Assists pupils with the more routine aspects of scheduling.
>
> Carries out routine statistical work in compiling data pertaining to pupils such as test score distributions, occupational and educational preferences and socio-economic status. He may prepare local norms and experience tables.
>
> Carries out prescribed activities in connection with studies such as surveys of job opportunities; surveys of referral possibilities in the community; follow-up studies of the school's graduates and dropouts.

> Conducts the more routine group guidance activities and those concerned primarily with information. Examples are: preparation for choice of future school or college; information about military service options; information about occupational status and trends; suggestions about study methods.
>
> Maintains an up-to-date collection of information materials concerning educational and occupational opportunities.
>
> Administers paper and pencil tests in groups and individually as directed by the guidance counselor. Scores tests and records results.

The Guidance Assistant Project (Salim and Vogan, 1968), although conducted with a very small number of support personnel, represents a developmental rather than an a priori effort to evolve a set of support personnel functions. Only at the end of a full year of cooperative meetings and ongoing work between guidance professionals and their support personnel was a tentative list of support functions developed. They are grouped according to the following categories:

1. Information Gathering Functions
2. Information Giving Functions
3. Organizational Functions
4. Supportive Functions
5. Evaluative Functions
6. Inservice Training Functions

Schlossberg (1967) proposed a fourfold set of duties for school guidance support personnel--clerical assistance, work with parents, work with students, and research about students. Her focus was particularly on indigenous persons working with the poor, and even considered using students as helpers for their peers.

Other lists of support personnel functions have been generated. The federally sponsored Interagency Task Force on Counseling (U.S. Department of Labor, 1967) developed support personnel functions for counselors in a variety of settings, not only schools.

The New York State Education Department's proposal (1969) lists activities for support personnel who might circulate among the whole range of pupil personnel services in the schools; it does not limit itself to guidance. An ESEA Title III project in Conyers, Georgia (see Appendix E) similarly has focused on development of pupil personnel services aides in elementary classrooms. Some of their functions, but not all, are properly guidance-related.

New Models for Consideration of Support Personnel.

Each of the sets of support functions developed for school guidance, and most of those developed for counseling in whatever setting it is conducted, specifically exempts support persons from performing the counseling function. In those instances counseling is generally defined as a clearly professional level task and is reserved for those with appropriate preparation and experience. There are other opinions, however. Warnath (1967), making committee recommendations to the Division of Counseling Psychology of the American Psychological Association, asserts that counseling can and does occur in a variety of situations. Possession of academic degrees or the completion of specific courses is not always required for the attainment of counseling objectives. Hansen (1965), a sociologist, believes there are no definitive boundaries which separate counseling from other activities, and that the line between the professional and the support person should not be drawn at the level of "counsel" or "not counsel". He suggests that a distinction might be made between the professional and the support person by locating the point where the special qualities and characteristics of the qualified counselor become critical. Counselors, according to Hansen could "attempt to identify professional levels of counseling not simply by designating a 'proper' level of training for any task, but by identifying the degree of receptivity to routinization and the degree of autonomy the task requires" (Hansen, 1965, p. 230).

A completely new model for helping services comes from the New Careers programs and mental health agencies outside of education. Important implications emerge for the use of support personnel for guidance in the schools. Cowen (1967) poses the question one way: can we assume that there is any one type of interpersonally based help for clients which can only be rendered effectively or best by professionals? A variety of studies under experimental/control conditions indicate that clients helped by support personnel registered greater gains than those treated by professionals (Harvey, 1964; Magoon and Golann, 1966; Mendel and Rapport, 1963; Poser, 1966, Rioch and others, 1965). Mental health projects conducted in the schools by Cowen and his associates (Cowen, 1967) show continued success using support personnel in a variety of social action roles both in and out of classrooms. Studies conducted at the college level (Brown, 1965; Zunker and Brown, 1966) show successful use of students in counseling for academic adjustment.

It seems clear from Reiff and Riesmann (1965), Grosser and others (1966, 1968) that many clients need other services besides one-to-one counseling, and that professionals may not be in the best position because of their middle class characteristics and values to offer useful services. Cowen and others (1963, 1966a, 1966b) apply this specifically to work with school children. Efforts at remediation of existing problems are not considered by these authors to be successful; that prevention may be far more effective. The preventative mental health model they propose for the schools (and have executed) emphasizes community involvement, in which modification of the whole social system of the school and community can occur. With this concept, the focus is on effectiveness of service rather than on preservation of the professional's traditional role, since the professional adopts a wholly new way of functioning.

New Careers programs, developed with federal sponsorship, propose that professional social service and public education personnel should be supplemented with auxiliary personnel coming from the ranks of the poor (Pearl and Riessman, 1965).

Fishman and others (1965) suggest examples of community-based support personnel activities for New Careerists: housing service, homemaking, community action, expediting, child care, case work, recreation, research. Many of these may apply to the school.

Schlossberg (1967) and Grosser (1968) point out that especially in areas where community values differ from those of the helping agency or the school, there are special advantages in using support personnel recruited from the immediate neighborhood. Such persons bridge the gap between institution and client. Local people can teach and advise about community culture, affairs, and reactions--things the professionals may know nothing about. In particular, some writers contend that psychodynamic approaches involving one-to-one counseling relationshops may not be fruitful and that the everyday problems of people in need of social welfare services may require other forms of help. According to Reiff and Riessman (1965), indigenous support personnel may be especially able to help provide these services. Bowman and Klopf (1968) point out that indigenous personnel are likely to be of different racial or ethnic origin, from the professionals in the school or agency. New Careers programs show, for example, that blacks are used in the inner cities of New York, Detroit, and Berkeley; Caucasian-French Canadians appear in Maine; and Mexican-Americans become support personnel in portions of the Southwest.

Counselor Role Evolution as a Result of Employment of Support Personnel.

Counselors certainly need not become jobless as the result of the introduction of support personnel. Whether these new staff members become involved in an existing counseling model, or whether a totally new model of providing help is devised, the professional will be able to function at higher levels, more in accord with his training, than ever before. The APGA role statement on support personnel asserts, "Because of the work of Support Personnel, other demands upon the Counselor's time should no longer distract him from providing the counseling and leadership for which he is uniquely suited" (APGA Professional Preparation and Standards Committee, 1967). This position is also taken by Schlossberg (1967) and Goldman (1967) in the school guidance area, and also by Reiff and Riessman (1965) and by Fishman and others (1965). A useful way to think about the counselor and his support personnel has been developed in the New Careers program in Minneapolis (National Conference on Paraprofessional Career Advancement and Pupil Learning, 1969). The supporting person's job is seen as a continually expanding one. As the support person adds to his skill, knowledge and understanding he is able to do parts of the job that used to be done by the professional. Among other advantages, his time is less costly; the support person thus may be able to spend more time with clients than a counselor could (for example, staying with a youngster in court or helping a child to become oriented to a new school situation).

As the support person's functioning becomes more competent and he is able to assume more activities, the professional is freed to move into areas in which he seldom had time to function. The professional's job, too, then becomes a continually expanding set of opportunities. For example, he might work more with school staff, or with parents; he might work with special groups inside of or outside of his own school; he might undertake research, participate in professional conferences and work on community problems that affect the school. He must also, of course, allow time for the training and supervision of his support personnel.

Documentation for the expanded role for counselors comes readily from counselors themselves. Zimpfer's (1969) survey of school counselors shows a wide variety of activities and new responsibilities which they would undertake when support personnel are available. Additional and in-depth counseling and group counseling, and a variety of consultative and counseling contacts with teachers and parents, were most named.

Career Ladder for Support Personnel.

A profession whose major function is to provide help for others would be negligent if the career implications of ambition for upward mobility of its own support personnel were not considered. Zimpfer (1969) asked school counselors to indicate if incentive and promotional possibilities should be provided. He reports that counselors seemed anxious to help support personnel develop career lines, and expressed encouragement for upward opportunity. Advancement would depend upon the support person's ability and preparation. Advancement to a counselor position was seen as possible with appropriate educational preparation. These sentiments are echoed in the ligerature of teaching (Bowman and Klopf, 1968) and social work (Richan, 1961). The New York State proposal for support personnel in pupil personnel services (New York State Education Department, 1969) provides for five levels of support personnel and describes the tasks within each level. In what appears to be a unique and important contribution, Fredrickson (1969) develops a rationale on which task levels for support personnel are based. He describes three levels of complexity of tasks, each distinguished according to its degree of involvement with data, people, knowledge, and autonomy. He then identifies specific tasks at each level. Both the Interagency Task Force on Counseling (U.S. Department of Labor, 1967) and the APGA statement on support personnel (APGA Professional Preparation and Standards Committee, 1967) suggest a delineation of technical and nontechnical roles for support personnel for counselors, but do not actually describe distinct job levels. The term technical, according to the APGA statement, "implies more rationalized (sic) processes based upon some formal academic preparation, whereas nontechnical implies more informal and rule-of-thumb techniques....".

There is disagreement among writers as to the place of the professional role on a career ladder which starts with levels of support personnel. There is no career ladder offered in the counseling literature which explicitly includes the counselor on the same ladder as support persons. Bowman and Klopf (1968) outline a general model extending in five steps from teacher aide to professional teacher, and suggest that counseling might adopt a similar pattern. On the other hand, Patterson (1965) states that support personnel positions should not lead to professional counselor positions, but rather should be terminal. His chief reason seems to be that individuals selected as support personnel might differ in personality from those selected as counselors.

Flexibility and Continuing Concern for Both Person and Job Stressed in Role Development of Support Personnel.

The literature seems clear in its message regarding the establishing of duties and responsibilities for support personnel. Official statements for counseling and guidance and teaching, and individual writers stress that the specific tasks to be assigned to support personnel should be locally developed, perhaps adapted from guideline lists. In no case in a list of duties proposed as exhaustive of the possibilities or as one whose every suggestion is a mandate. Cowen (1967) states that the agency, its personnel, its goals and chosen means to implement its aims should govern the selection and use of support personnel. Noar (1967), in an official NEA publication, presents a flexible picture for teacher aides, and states that the guidelines will be revised as new data become available. The APGA statement advises that one should consider an analysis of the total complex of roles and responsibilities involved in order to identify supporting activities or duties which may be performed satisfactorily by support personnel rather than by the counselor. The New York State pupil personnel services proposal (New York State Education Department, 1969) proposes several areas in which careful planning should precede introduction of support personnel: It calls for not only the delineation of functions and tasks which support personnel can perform, but also the orientation of school personnel, the establishment of priority areas of work, clear establishment of responsibility and accountability, involvement of unions and other groups in the planning, and the provision of adequate space and equipment.

Merrill (1969) suggests that the use of support personnel is most likely to succeeed if it includes, as a regular part of the work, specific and planned opportunities for support personnel to contribute their own ideas about the guidance program and their role in it. Zimpfer (1969) found that counselors were quite willing to include support personnel in both the development and evaluation of their involvement in guidance programs. The Semiprofessional Training Project (Muto, 1968) developed a series of workshops during which issues of role definition, leadership styles, support personnel in the school setting, and discussions in specialized subjects were handled. Continuous cooperative planning, evaluating and restructuring were important facets in the Counselor Assistant Project (Salim and Vogan, 1968). This involvement of support personnel in continued learning and assessment seems to these several writers to be an all-important part of the process of incorporating them into the total professional service.

How Far Can Support Personnel Be Used?

There is some difference of opinion in the literature over the extent and level of likely use of support personnel in school guidance. Fisher (1968) seems to fear an overuse of support personnel, to the point where professional freedom may be reduced by the narrowing of the professional's role, and where support personnel may come to perform even professional functions. Zimpfer (1969), on the other hand, found that counselors were less willing to have support personnel engage in direct contacts than in indirect services, and they were perhaps too willing to turn over paperwork and clerical tasks to support personnel. This would indicate an under-use of support personnel. Counselor concern for his own safety versus concern for the effectiveness of his services seems to be an important issue at the base of this difference of opinion.

ALREADY ESTABLISHED ACTIVITIES IN THE RECRUITMENT, SELECTION, AND TRAINING OF SUPPORT PERSONNEL IN GUIDANCE--PIONEER EFFORTS.

This section of the report is primarily concerned with already established programs to recruit, to select, and to train support personnel to work in school guidance programs at various grade levels K through 12. Chapter 4 will include the recommendations of this Committee concerning what should be the ideal training program of the future. Little use is presently being made of support personnel in school guidance programs and most of those employed in such a capacity have received little or no training other than on-the-job experience. Grosser (1968) states that few separate and strong training programs for counselor support personnel exist. Salim (1969) in a recent nationwide study could identify less than 150 on-the-job support personnel than he could send his questionnaire seeking support personnel opinion. Salim was returned 49 questionnaires completed by individuals actually functioning as support workers in guidance.

It becomes increasingly clear that the task here is to report pioneer activities in the recruitment, selection, and training of support personnel in guidance. The reader will discover that there are indeed some established, quality programs; but the wide use of well-trained support personnel is yet to come.

The Counselor Assistant Project.

Three suburban school districts near Rochester, New York, the Department of Guidance and Student Personnel at the University of Rochester, and the New York State Education Department participated in the Counselor Assistant Project which became operative in 1966 (Salim and Vogan, 1968).

A counselor assistant trainee was seen as a person who ought to: relate well to youth; be concerned about and want to contribute to the positive personal-social development of youth; have the capacity to assimilate training and be able to apply this training; be able to communicate verbally with people from various levels; be able to work within a structured setting; and have broad experiences. No previous study in higher education was required.

Three trainees, all women, were hired. All had previously worked as secretaries, two within the office where they became assistants. Administrative personnel in each school district did the actual hiring.

Training took place in part through a close relationship between the counselor assistant and the secondary school counselor to whom he was assigned. Activities appropriate for the counselor assistant were identified with the counselor, and plans for carrying out the activities were set up in conference between the counselor and his assistant. The counselor was also responsible for evaluating the performance of the assistant. Training did not end with this on-the-job type of supervision however. The project director served as a consultant to each assistant/counselor team providing them with one-half day each week at the job site. Furthermore, three half-day meetings per month took place at the University of Rochester with all three counselor assistants present. Ideas were shared and broad understandings of the field of guidance developed. At one of these meetings each month all counselors in the cooperating districts also attended.

The entire program was evaluated and tentative findings follow:

A. There are guidance program activities which are neither clerical nor professionally demanding.

B. These identified activities can be assumed by certain individuals who are trained by counselor educators and counselors to function in a sub-professional capacity.

C. The selection, training, and employment of counselor assistants will allow school counselors to utilize their professional attitudes, skills, and understandings to a greater extent in professionally appropriate counseling and related guidance activities (Salim and Vogan, 1968).

The Guidance Assistant Project.

In 1967, Deerfield, Illinois Elementary School District 109 was awarded an ESEA Title III grant for a three-year project designed to train guidance assistants to work under the direct supervision of elementary school counselors. A guidance assistant was defined as a person with 1) a Bachelor's Degree; 2) provisional or permanent teacher certification; and 3) three basic graduate courses in the guidance field taken concurrently with 4) a full school year of on-the-job training and practice.

The Guidance Assistant's on-the-job training became quite specific and systematic growing out of job analysis, task analysis, establishing criteria for successful performance, and controlled initial practice. The establishing of performance objectives for support personnel became a vital tool for planning, motivation, and evaluation.

The Deerfield Project found that Support Personnel were practical and useful in carrying out such guidance activities as distributing, collecting, and scoring standardized tests; gathering data for child study, providing structured group guidance, and providing general assistance to the professional counselor (Covens, undated).

In the preceding paragraphs specific programs to train support personnel specifically for school guidance have been identified. Each of these programs combines didactic instruction from counselor educators with supervised on-the-job training. Each program is set up to train more than one support person at a time. The survey conducted by Salim (1969) indicates that the most common form of training for counselor support persons to date is exclusively on-the-job training by the person's supervising professional. Such training as this is not formalized sufficiently to be reported as a specific program here, but it should be noted as the most frequent way guidance support personnel are now trained.

The programs reported previously in this section were locally designed, and served exclusively to prepare support personnel for school guidance programs. There are also programs offering training simultaneously for various auxiliary personnel in education. At least one of these programs makes special provision for training support personnel in guidance.

Training Program for Support Personnel in Resource Centers and Guidance Offices.

A statewide program was developed as a result of an EPDA grant from the U. S. Office of Education through the Massachusetts Department of Education. A three week full-time summer program took place at Amherst-Pelham Jr. High School during 1969. Its trainees were persons who would work as support personnel in school learning resource centers or in guidance offices. Content of the training program included (1) Human Relations Skills, (2) Clerical Skills, (3) Specific Guidance Office or Resource Center Skills. Members of the training program staff planned to follow the trainees with field visits during the school year and with Saturday sessions including the support person and his professional counterpart.

Any individual, regardless of educational background, with a position as an aide waiting for him in the fall following the summer program, could be considered eligible except that individuals already employed could not return to the same school system where they were currently employed. Recruitment was by wide distribution of descriptive brochures and news releases. Eighteen trainees, all women, were accepted.

The program design was based on the model presented in Chapter 4 of this report and specifically divides the tasks and levels of responsibility for support personnel into three task levels. Level I is the least demanding or beginning level. The program in 1969-70 concerned itself with training Level I aides, but plans are to continue the program in future years to provide Level II and Level III training. A very complete Interim Report (Leland and others, 1969) assessed the program and found its trainees functioning satisfactorily in their school employment. A strong follow-through plan with meetings and supervision including an outside consultant was considered an important contributor to success.

Two-Year College and College Programs.

There are many higher education institutions which offer programs in which support personnel in education can enroll (Nerenberg and others, 1969). One reported here was designed specially for guidance support personnel and is operated out of a university setting. The other trains a variety of aides, including guidance support personnel, and uses community college facilities and caourse offerings as part of its program.

An Institute to Prepare Support Personnel to Assist the Counselor in Disadvantaged Elementary and Secondary Schools.

This program, sponsored by the Oregon State University, under an EPDA grant, trained ten guidance aides during the summer of 1969. Six weeks of pre-service training included both seminar and laboratory experiences, and are currently being followed up by a year's in-service training. A unique feature of the initial phase of the program was that a team of three persons from each school district participated in aspects of the training together--the counselor, the school principal, and the counselor aide. The counselor was prepared for his role as supervisior, and the principal was caused to re-evaluate his concepts of the roles of counselor and aide. Part of the experience provided tryout activities in which the team actually worked together on projects such as planning a support personnel program for their school and discussing their own school's testing program.

Selection of participants was based first on the intent and willingness of the school district to participate. Aide selection required high school graduation. Personal criteria included evidence of moral character, ability to relate well to and communicate with students of the age and socio-economic level present in the employing school, and evidence of work experiences which would provide estimates of dependability, responsibility, initiative, and cooperativeness. Selection and training were approached with the expectation that these aides might, with appropriate later preparation, become professionals in counseling.

Semiprofessional Training Project.

Ninety-nine trainees were selected for an ESEA Title III program to train the "school associate" during 1967-68. Enrollment was limited to high school graduates who had a commitment toward a career line program, were gainfully employed in some supportive capacity within the Onondaga and Oswego County school districts in New York State, and were working closely with a professional who could logically be called a "sponsor teacher." Standardized tests were also used as a selection tool.

Of the total participants, seven were employed as guidance support personnel in local schools after initial training. Others became teacher aides, resource center aides, and support personnel in other school functions. All were women.

Training took place in three ways--core training, in-service workshops, and optional college credits. The core training included Orientation (1 session), Audio-Visual Procedures (8 sessions), Child Development (6 sessions), Tests and Measurements (6 sessions), and an Orientation to the second year of the project. Four workshops over a year's time served as a forum for exchange of ideas among administrators, teachers, and the employed support personnel. College-level courses were arranged at the Onondaga Community College according to expressed needs of the program participants. Participants in college-level courses were remunerated for tuition and, in some cases, could apply credit toward an Associate degree.

The project staff realized the critical importance of each support person's developing a close working relationship with his sponsor teacher, and fostered this. The staff also made available team, group, and individual counseling experiences (Muto, 1968).

The project is in its third year, and fifty-four support personnel continue to be enrolled. Attrition is due primarily to 1) refusal of a school district to allow the trainee to use training, 2) change of residence, 3) acquisition of necessary skills to function on the job, and 4) enrollment as a full-time college student.

At least one other two-year college is now also involved in project training and is offering credit for work connected with the project. However, most of the training activities are now geared to individual and school district needs rather than being offered on a group basis. The project is currently evolving into a new Staff Development Program which offers training to both teachers and teaching assistants to assume differentiated staffing roles in schools (Educational and Cultural Center

Serving Onondaga and Oswego Counties, undated).

Bank Street Project.

A Study of Auxiliary Personnel in Education was carried out by the Bank Street College of Education for the United States Office of Economic Opportunity. This project developed a model for support personnel including a multi-level career ladder naming the counselor aide, counselor assistant, counselor associate, and student counselor; but as far as investigation for this paper could ascertain actual training projects to produce auxiliary personnel in guidance and counseling did not materialize under the direction of the Bank Street Project. Bank Street did survey 15 teacher aide projects. One of the major findings reported by Bank Street is:

> When carefully selected, continuously trained, and appropriately placed, low-income auxiliaries with minimum prior schooling seemed capable of assisting directly in the learning-teaching process with benefit to: pupils, teachers, administrators, home-school relations, and to the auxiliaries themselves as workers and persons (Klopf, 1967).

Summary.

In summary, the training of support personnel for school guidance programs is in an embryonic stage. There are a few pioneer ventures within the field of school counseling, and several of these have been identified and described. These early efforts to formalize the selection and training of school guidance support personnel vary greatly. Deerfield considers college graduation a prerequisite; others, including the Amherst-Pelham program, make no educational background requirement. All programs combine classroom instruction with on-the-job training, but some programs either encourage or require the completion of graduate level courses in counselor education, while others clearly do not include any professional course work in their design.

RELATIONSHIPS BETWEEN SUPPORT PERSONNEL AND OTHERS; WORKING CONDITIONS.

Once a support person has been recruited, has engaged in preservice training, and has started on the job, the task of weaving his services into the total guidance program has already begun, but is not at all concluded. The on-the-job perceptions of the counselors and guidance specialists both of themselves and of their support personnel must be taken into account. Similarly, support persons' perceptions of themselves, of the school, and of its professional and other staff must be considered. Interactions both of a personal and job-related nature--between support person and his supervisor, between support person and clerical staff, between support person and other counselors, between support person and the school as a social institution--must all be considered. It is critical to the success of emerging support personnel programs to deal effectively with these perceptions and relationships.

The literature of counseling and guidance, being of relatively recent origin on the subject of support personnel, considers these perceptions and relationships only limitedly, and largely from the professional's frame of reference. The literatures of teaching, social work, New Careers and mental health introduce important other facets, especially by showing great concern for the perceptions and welfare of the support person himself. Literature from many settings will be reviewed in this section, in order to afford maximum treatment of the subject of relationships and working conditions.

From the Professional's Point of View.

Concern for professional identity and integrity is apparent among counselors as a result of the introduction of support personnel. Fisher (1968) is of the opinion that support personnel represent a potential threat at a critical time in the development of counseling as a profession. On the one hand, counselors are undertaking longer preparation programs in order to seek higher status and improved competency. Yet on the other hand, professional freedom for direct client contact is reduced when large blocks of time are used in training and supervision of support personnel. In addition, dilution of professional services is possible if support personnel are used as if they were fully qualified counselors and guidance specialists.

Gordon (1965) earlier had assailed this kind of perceived threat in his defense of the CAUSE program which many counselors felt was allowing poorly prepared persons to enter professional practice. He asserted that appeal to standards is a traditional, socially accepted defense against disturbance of the *status quo*. High restrictive standards which reserve professional status for only a select few in effect deny treatment to those who need it.

Carkhuff (1968) takes the position that counselors are more concerned with proving their theory than with counselee improvement. Professional preparation programs entail a highly elaborate cognitive system both in their training processes and in their approach to counseling. Yet graduates of these programs have failed to produce consistent tangible evidence of benefit to counselees. The support person, on the other hand, does not have to operate under these restrictions, according to Carkhuff. Since he has less expertise, is more in contact with his uncertainty about his effectiveness, and has only himself to rely upon, he finds it easier to "stay with" his counselees. Carkhuff feels that support personnel are the link between the helping professions and agencies and society because they have

> the ability to enter the milieu of the distressed; the ability to establish peer-like relationships with the counselee; the ability to take an active part in the counselee's total life situation; the ability to empathize more effectively; and the ability to teach the counselee in his frame of reference.

The Counselor Assistant Project (Salim and Vogan, 1968) indicated that threat, anxiety, and frustration appeared among the project counselors in the course of their work with support personnel. There was, however, discussion and appropriate release of feelings since time for these activities had been planned into the program on an ongoing basis. Although there were interpersonal conflicts between counselors and their aides, positive working relationships were able to be established among all of the participants. The use of outside consultants (higher education staff) was judged to be very helpful in this regard.

Salim and Vogan also found that not all counselors were able to work with support personnel because of their own professional style or personal characteristics. Conflict that did occur was most likely to be between support personnel and counselor, rather than between support personnel and the clerical-secretarial staff. They felt that the key to success was continued provision for counselor-support personnel interaction designed around the evaluation and planning of activities and around interpersonal conflicts and frustrations. There was evidence that counselor commitment to the support personnel concept was achieved.

In part, counselor resistance to the idea of support personnel is rooted historically in the counselor's perception of his counseling activities and his confidential personal contacts with counselees as his autonomous province. Here he enjoys relative isolation and self determination. Support personnel are easily seen as infringing on this isolation and autonomy, perhaps even as spies for the community (National Conference on Paraprofessional Career Advancement and Pupil Learning, 1969). New programs, new school crises and student issues, and a changing professional role for the counselor already demand updating of skills, new knowledge and the greatest flexibility. The addition of support personnel who in turn take over some of the safer, customary tasks from the counselor can only serve to increase counselor anxiety.

The studies of Poser (1966) and Rioch and others (1965) found that a critical determinant of success for the support person was his energy, enthusiasm, and involvement. He communicates these to clients and is viewed most favorably by them. But this very enthusiasm can be seen by counselors as evidence of a militant desire to take over the program. Furthermore, if the support person is successful with certain clientele whom the professional finds he cannot work well with, more threat is induced in the counselor. When support personnel represent ethnic or cultural difference from the professional, lack of mutual understanding and even suspicion can arise. In an urban setting, an indigenous support person often shares characteristics of the clients--he is poor, possesses a common background, sufferes the same agonies. He has the know-how to deal with clients because he is familiar with his own neighborhood's structure and mores. He is in the position to spot individual needs in their natural context and adopt suitable approaches. Cowen (1967) observes that some people who need help view the professional as an aunapproachable authority. For some clients the secret of help depends on the establishment of a peer relationship, which indigenous support personnel can readily supply.

Grosser (1968) found that the counselor was comfortable enough when support personnel performed useful bridging functions, such as community liason, and other tasks unrelated specifically to counseling. The counselor reacted defensively, however, when direct service to clients was undertaken by support personnel. Grosser urges that job and supervisory assignments be made carefully in order to take into account the predilections of both professionals and their support personnel.

Sanders and others (1962) point out that a professional's roots are strongly entrenched by comparison with support personnel. He operates from a position of power, and this is a potential major obstacle to development of the supportpersonnel movement. Economy, prestige, and status are all in his favor. At the same time, the demand for assistance and for relief from burdensome caseloads is high, and one can assume that other agencies or institutions will capitalize on the support personnel movement even if he himself does not.

There is little evidence of direct resistance from professionals, and even less from their professional organizations, according to Sanders and his associates (Sanders, 1962). Subtle resistance can be uncovered, however, by observing how counselors plan to use support personnel. Zimpfer's (1969) ACES survey points out that counselors find it comparatively difficult to use support personnel in face-to-face contacts with counselees. They seem to delegate less significant and more data-oriented tasks to support personnel, which in effect separates their own services from those of the support persons. This separation removes the feeling of team relationship, according to Zimpfer, and may even deny support personnel the opportunity for productive human contact, a prime reason he feels for support personnel joining the school guidance ranks in the first place.

Some resolutions have been suggested for these myriad relationship-based problems confronting the counselor.

The Semiprofessional Training Project (Muto, 1968) proposed a series of four workshops over the period of a year, designed to provide the opportunity for trainees, their supervisors, and administrators to explore ideas, examine needs, and develop future directions together as a team. In the Counselor Assistant Project (Salim and Vogan, 1968) similar meetings were conducted more frequently and with the intent of creating closer working relationships. The Amherst-Pelham project (Fredrickson, 1969) saw early and continued meetings on relationship issues as a major determinant of the success of a support personnel program.

Merrill (1969) considers a team relationship which starts from the beginning of training:

> People who have worked in all kinds of agencies that use support personnel agree that the helping team is much more likely to work well if the professionals receive training along with their support.personnel. Perhaps they do not need to be in on the entire training program, but they are much more likely to be able to be creative and intelligent about the use of the support personnel if they are included in the original training program. (This and inservice training)... will help to strengthen the relationships between the team members, and will encourage all members of the team to search together for new

> solutions to problems they encouncounter, solutions that probably would not be arrived at by either the counselor or his support staff working alone.

Other proposed resolutions of the counselor's dilemma are largely hortatory or admonishing in tone. With support jobs as new and uncrystallized as they are, and with new functions now possible for counselors flexibility and innovation are urged. All staff members, suggests Riesmann (1965), should be honestly aware of the changing, as yet unstructured, and untraditional nature of the situation. Some tolerance has to be built up for this climate, and also some structure, via definitions of support personnel functions, must be provided. Noar (1967) suggests that teacher aides can function most adequately when the teachers they work with are mature, emotionally stable, and unpossessive of their job and the pupils they work with.

Warnath (1967) warns against mere tolerance of support personnel, and against devaluation of their competencies. He encourages professionals to seek and to develop methods of allowing support personnel to function fully and most of all to value the support person's motivations.

From the Support Person's Point of View.

For support personnel themselves, problems of lowered self worth, a lifetime of defeating experiences, job uncertainty and lack of familiarity with the school and its values are all major drawbacks which must be dealt with.

Riessman (1965) stresses the role ambiguity which a new support person must feel, especially if he is ethnically or culturally different:

> He does not know who he is or who he is becoming. He is no longer a simple member of the community... nor is he a professional. Actually, he is a highly marginal person...
> "Nonprofessional" describes what he is not, but does not clearly indicate what he is. He is not simply a citizen nor a volunteer...He is not the traditional kind of employee because his participation, neighborhood know-how, and advice are sought... He is not a professional, even though he does represent the agency...He is an amalgam of all these roles...

Bowman and Klopf (1968), looking back on a number of teacher aide projects, note that the support person is conscious of his difference in background, behavior, and patterns of speech. Many support personnel have had much experience with failure. They are naturally skeptical, having faced disappointment, having had doors closed, and having been denied helping services themselves. Such an individual, according to Fishman and others (1965), is not sophisticated in understanding and finding his way around institutional structures. He will give up on confused situations since he is not used to asking for or receiving help. He will not expect sympathy and understanding, and consequently will fail to communicate his needs. His actions, therefore, may often seem impulsive rather than planned.

The literature does not reveal any discussions of support personnel-clerical staff relations. It may be expected, however, that relationship problems in this area might develop. Introduction of a new job function, especially one which overlaps with or is parallel with another, such as a secretary's can create role conflicts. Similarly, if support personnel are trained to work closely with counselors, personal rivalry for attention and reward can develop between secretarial staff and support personnel. Finally, since support personnel may engage in what appear to be relatively more significant tasks and yet are new to the guidance scene, status rivalry can develop. If support personnel are delegated responsibility to oversee some clerical activities, such rivalry can even appear in the form of a secretary's taking personal affront.

A number of constructive suggestions to deal with these problems have been offered. Some of those noted above, as they apply to counselors, also apply to support personnel. The counselor's sympathetic and constructive willingness to listen and to work out conflicts, and his sensitivity to personal and role needs, are among his greatest assets.

Merrill (1969) suggests that the training of support personnel be planned so that it makes full use of the lifetime of skill and knowledge the new worker brings to his job. Such training might best not follow traditional lines. In addition, in day to day work

> the use of support personnel is most likely to succeed if it includes, as a regular component, specific planned opportunities for the support personnel to contribute their own ideas about the program (Merrill, 1969).

Merrill urges that the support person's special knowledge of the community be used and depended upon in the planning and work of the whole guidance staff. In areas where community frustration runs high, indigenous support personnel can be of great help in working with militant activists and in gaining their loyalty (Grosser, 1968). Such support personnel can also keep clients from "conning" the professionals.

Counselors can provide helping services for their own support personnel: For the many who lack educational credentials, assistance toward gaining a high school or equivalency diploma may be an important forward step toward greater dignity and self fulfillment for the support person. In some programs there is provision for legal advice and medical assistance to support personnel. For those who may be unfamiliar with the requirements and opportunities in higher education, information and guidance can offer needed support and encourage upward motivation. Junior colleges, while they offer many opportunities, are often suspect because of their institutional characteristics and seeming focus on traditional signs of academic excellence. Counseling on questions of personal values and aspirations, and in working through feelings of inadequacy, may be helpful to support personnel. Even such seemingly simple assistance as locating a baby sitter may also be helpful.

The mere fact of productive employment may become its own reinforcement for support personnel. Reiff and Riesmann (1965) noted that indigenous personnel began to take pride in having a stake in a responsible job that seemed worthwhile to them. They acquired skills that actually helped others, and took considerable satisfaction in seeing that their knowledge and understanding of the community were not disparaged. Their self image was bolstered. They also began to see solutions to their own dilemmas through giving aid to others--a principle of "helper therapy" (Riessman, 1965).

Even this enhancement of the support person, however, has its own problems. Riessman (1965) indicates that there is the danger that support personnel--especially those from the indigenous population--can project their own difficulties on otherwise healthy clients. The need for upward mobility in some support personnel can prompt resistance from counselors. In addition, the lack of privacy in their own lives may make it difficult for them to understand the significance of confidentiality of information. Or, their distrust of authorities may prompt them to be suspicious when asked to review their findings on clients (Riessman, 1965). Grosser (1968) found that if support personnel work in an office they soon become aware of the professional conveniences and marks of status (business clothing, private quarters, desk, appointment book, etc.) and aspire to them. This may reduce the support person's ability to represent and to act as liaison with the surrounding community if that is his function. Because of confusion on ethical standards, there is also the chance that support personnel can act inappropriately, especially with clients they may know personally or overidentify with.

Becker and others (1968) direct an admonition toward the support person himself (referring to the teacher's aide), cautioning him to realize he, too, has responsibilities. To become part of the team he must possess a cooperative spirit, show willingness to help in a common purpose, be able to overlook faults in others, and assume part of the responsibility when things go wrong.

Other Working Conditions.

In implementing a support personnel program, it is necessary to consider the provision of suitable and adequate working conditions, in order that job satisfaction and effectiveness are possible. Questions of salary, job security provisions, recognition in negotiations, space and equipment needs, and job mobility will be explored here.

Salaries seem painfully low. Salim's (1969) survey of actually working support personnel in guidance nationally indicates that pay is often at the minimum wage level, the average for his respondents being $2.10 per hour. There are no indications in the literature reviewed that differentials are provided for increased training or higher levels of responsibility. The Amherst-Pelham project (Fredrickson, 1969) provides for three working and salary levels of support person, but at this writing only one level has been trained and actually employed. First level salaries range from $1.65 to $2.50 per hour. Findings for teacher aides in New York State (New York State Education Department, 1966) and in Indiana (Indiana State University, 1968) showed that teacher aides' salaries, while dependent on the nature of assigned tasks and on the background of the employee, were on the average at the minimum wage level. A California study of salaries of teacher aides (California Teachers Association, 1968) showed a range from $1.15 to $8.00 per hour, with most salaries around $2.00. Less than one-third of the school districts showed a salary scale with steps, while the vast majority a single pay rate. Grosser (1968) found that the pay of support personnel differed from that of the professional by as much as fifty percent. Most of these financial data suggest that males or others who are principal wage earners might not be able to consider support personnel work, since it would not offer an acceptable standard of living. This may unduly restrict the potential pool of support personnel candidates, and reduce the attractiveness of the jobs.

Provisions for seniority, tenure, or other job security are seldom spoken of in the literature. Salim (1969) reports that three out of 49 currently employed support personnel who responded to his survey were required to meet civil service standards. Several had to meet state certification requirements. However, these were the teacher certifications required for the Deerfield, Illinois group; they were not requirements designed to provide status or security specifically for support activities. The New York State teacher aide study (New York State Education Department, 1966) indicated that only three percent of aides had gained civil service recognition.

No statements or reports of experiences regarding collective negotiations by or for support personnel were discovered in the literature. Gartner and Riessman (1968) discuss problems in the organization and unionization of support personnel, and offer suggestions. Reiff and Riessman (1965) feel it is important that support personnel build group solidarity among themselves. This gives them a strong supportive base and minimizes dangers of imitating the professionals, which in the view of Reiff and Riessman would be an unfortunate eventuality.

The New York State proposal for auxiliaries in the pupil personnel services expects support personnel to be acquainted with the following working conditions prior to employment: (1) salary scale and increments, (2) length of work day, week and year, (3) tenure regulations, (4) preservice and inservice requirements, and (5) opportunities for advancement and the training required for each position on the career ladder (New York State Education Department, 1969). In addition, the proposal expects the provision of adequate space and equipment. In the Salim (1969) survey of guidance support personnel, one of the chief complaints (though not a prevalent one since, in reality, few complaints were registered even when a specific question was asked) was that adequate space and equipment were not provided for them.

Job mobility both horizontally and vertically must be considered. The New York State proposal for support personnel in pupil personnel services calls for provision of a career ladder in order that employees not become frozen at entry level jobs (New York State Education Department, 1969). An extended discussion of the concepts of career ladder and task levels has been presented above in the section on Role and Levels of Function.

Merrill (1969) believes that support personnel training should be carried out in the two-year college. First, these colleges are searching for new ways to serve their communities; second, college credits provide both transferrable skills (not limited to a given work setting), transferrable credits(which are more readily credited in other localities than inservice credit is) and also the potential for upward movement. These latter considerations, she believes, are critical to the continuing welfare of support personnel.

Conclusion.

In general, while there are both advantages and problems connected with the use of support personnel, counselors and other helping professionals are taking the risk and going ahead. In mental health agencies, Grosser (1968) even notes that professionals are working with support personnel whom they once saw as being pathological. Partnership instead of pity exists. The concept that support personnel can provide professional service--a completely new model in the mental health arena--has come about by professionals and support personnel being supportive of each other.

CHAPTER 3

SURVEYS OF OPINION ON SUPPORT PERSONNEL

As a part of its fact-finding mission, and preliminary to making recommendations, the Committee felt it needed data from three important sources: (1) Working support personnel nationwide were surveyed for their perceptions about their jobs and activities, and for their reactions to their work. (2) Education department representatives for guidance in each of the individual states were polled for their perceptions of the need in their locality for support personnel, for data on the amount of actual support personnel implementation in their states, and for their opinions regarding support personnel activities and training (3) A nationwide sample of ASCA counselors was asked for its opinion on the introduction and possible uses of support personnel;they were also queried on their thoughts concerning their own development if support personnel were introduced.

Data that seem appropriate from each survey are incorporated at other places in this report. This chapter presents the results of each survey in its entirety.

SUPPORT PERSONNEL IN GUIDANCE AS THEY SEE THEMSELVES[1]

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INTRODUCTION

This survey was designed to gather information regarding current status and possible trends in the selection, training, and functions of support personnel in school guidance. Our sources of data were support personnel currently functioning in guidance.

The Survey Instrument

The survey form consisted of three sections: (a) preliminary data, (b) list of activities, and (c)general impressions. The list of activities included the items from the APGA role statement on support personnel, and added several others. It also provided blanks for respondents to report other activities. The questionnaire was reviewed by individuals in the Rochester, New York area who had been involved in a pilot study concerning counselor assistants. Members of the ACES Committee on Support Personnel for Guidance in the Schools also assisted in development of the document.

The Respondents

Our goal was to contact and obtain the reactions of every person nationwide presumed to be functioning as a support person in school guidance. Names of potential respondents were obtained or sought from many sources. The survey of state directors in guidance, by Reeves

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[1] Survey conducted in 1969.

(1968), was our major resource. One of our difficulties was the problem ~~of~~ specific identification of bonafide support workers in guidance.

A total of 150 questionnaires were mailed. One hundred twenty-six were directed to support personnel while 24 were forwarded to superintendents identified as employing these workers. Fifty questionnaires were returned; of these, 49 indicated that they were actually functioning in the role. Eight of the 49 usable returns resulted from our single follow-up.

PRESENTATION OF THE FINDINGS

Support Personnel in Guidance: Who Are They?

The survey included a rather detailed section of biographical data. It was felt that this information would have an additive and perhaps clarifying effect on the body of knowledge concerning support personnel. It was assumed that information regarding the needs and characteristics of these workers could facilitate the selection of support personnel trainees and the implementation of relevant training programs.

Title of position. Support personnel were labeled with a variety of titles. These titles in decreasing occurrence were: Counselor Aide, Guidance Assistant, Guidance Aide, Counselor Assistant, Guidance Technician, Pupil Personnel Assistant, Counselor Para-professional, Counselor Technician, and Guidance Counselor's Aide.

Location. Our respondents were located in nine states. The greatest number, 12, functioned in Illinois (almost all in the Deerfield area); Pennsylvania had 11 (all in Philadelphia); Connecticut and

Missouri had six each; five were listed from Maryland; New York and Massachusetts had three each; two indicated Georgia, and North Carolina showed one.

Our data reflected broad school district differences in terms of organization and size. The most prevalent organizational pattern was the K-8-4 plan with the K-6-3-3 design being second. Less frequent distributions were the K-6-2-4, K-6-6, the K-4-4-4, the K-5-3-4, and the K-12 plans.

Seventeen workers functioned in districts having 500-2,000 and 2,000-6,000 pupils. Eleven worked in districts containing over 15,000 pupils, while one person was employed in a district which had fewer than 500 pupils.[1]

Twenty-two people indicated that their district was urban in type, 17 indicated suburban districts, and nine considered their districts to be rural.

Sex and age. All support personnel in our survey were women. Forty-seven were married and had children. The ages of the workers ranged from the 20-30 bracket to beyond 40. Slightly less than one-half of those who reported their age were under 40 while a majority (23) were over 40. The mode for number of children was two, with the range from one to nine.

Education. One worker terminated her education at the eighth grade. Eighteen either attended or completed high school. Thirty had attended college, with four workers completing four years and two finishing five years. The Illinois group contributed to the longer education tenure.

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[1] Some totals show less than N-49, since there were occasional blank responses.

Support personnel having a higher education background tended to major in Liberal Arts and Behavioral Sciences, with the preponderance in Liberal Arts.

Experience. When asked about previous work experience, eight indicated none, 12 had less than two years, six reported between two and five years, 13 stated they had between five and ten years, six people had between 10-15 years, and two persons had over 20 years.

Thirty-five of the respondents had not worked in the school district before they obtained their present position. Fourteen had had a previous position in the district. Nineteen workers listed "housewife" as their prior occupation, 19 had functioned in a secretarial or clerical role, and six indicated they had had teaching assignments. The other prior occupations (each of which appeared only once) were: waitress, nurse's aide, student, lunchroom supervisor, and interviewer.

Community organizations or activities. The 1966 edition of the Dictionary of Occupational Titles states that successful school counselors usually engage in community activities. Our research reinforced this observation.

We found that 39 of the support personnel had been involved in at least one community activity during the past five years. Fifteen participated in five or more organizations or activities. Thirty-one women performed leadership roles. Twenty-three respondents were engaged in church-oriented activities. Parent-Teacher Associations were listed by 17 workers. A wide variety of service organizations constituted the remainder of specified activities.

Support Personnel in Guidance: How Did They Assume the Position?

By what process do individuals assume support personnel positions? It was felt that insight regarding this process could facilitate the implementation of the concept of support personnel in guidance.

Present position. Twenty-six workers were selected for employment as a support person through interviews. Twenty-two were selected on the basis of an interview and some form of examination, while one individual was selected by an examination only.

Thirty-seven had functioned as an aide or assistant for two years or less, while 11 were employed between two and five years. None were employed for more than five years as a support person in guidance.

The majority of the workers, 40, received on-the-job training from their immediate supervisor, and 21 people received other special short term programs of training. Two persons were trained through a junior college program, and one person indicated no training at all.

Vocational aspirations. Ten aides planned to complete the preparation necessary to become a school counselor. Thirty had no plans in this direction. Nine workers were undecided.

Certification. Twelve workers said that their position required state certification. Need for civil service examination was indicated by two aides.

Hours, wages, and physical facilities. Forty-one women worked 21 hours or more per week, and seven indicated an involvement of less than 21 hours.

Twenty-six workers earned between $1.50 and $2.00 per hour, 13 received between $2.00 and $3.00, 5 were paid between $3.00 and $3.50. One person received $4.50 an hour, and one worker had an annual salary of $6,200. The average for all respondents was $2.10 per hour.

Thirty-five support personnel indicated that the space and equipment provided for them were adequate.

Immediate supervisor. Thirty-three personnel had school counselors as their immediate supervisors. Guidance and pupil services administrators provided immediate supervision for the remaining workers, except for one support person who was responsible to the Director of Supervision.

Inservice. Twenty-five respondents indicated they were involved in a systematic, continuous, inservice training program. This is about one-half of the respondents in this survey.

Support Personnel in Guidance: What Are They Doing?

Through our survey instrument we were able to develop a detailed list of activities performed by support personnel. Provisions were also made to elicit their perceptions regarding adequacy of training, job satisfaction, and sense of contribution to pupils.

Activities. Approximately 80 fairly discrete job activities were indicated. These ranged from procuring and preparing supplies and materials for counselor use (44 said they do this), to a number of activities listed by only single respondents. All of the activities in the APGA role list were performed by one or more support personnel.

Thirty-one activities could be categorized as primarily "working with things", while 51 activities were basically "people" oriented.

Training. In general, most support personnel in guidance indicated that they had been adequately trained for activities they were performing. In those instances where substitute teaching was part of the work, respondents felt they were not trained or qualified.

Job satisfaction and help to pupils. These workers generally indicated satisfaction with their duties and responsibilities. They were nearly unanimous in feeling that their activities helped pupils. For those few who indicated that their job required substitute teaching, most did not like to do it.

What things do you like most about your work? Responses occurring frequently were: working with students. (28), working with counselor (12), variety of duties (9), helping children (7), acceptance by professional staff (5), working hours (4), and freedom to try new projects (4). A total of 122 responses were offered in answer to this positively-oriented question.

What things do you like least about your work? Responses which occurred most repetitively in this area were: tedious clerical work and schedules (7), low salary (5), no real place to work (5), lack of fringe benefits (3), substitute teaching (3), and proctoring tests (2). Forty-three responses were offered in this area.

SOME IMPLICATIONS OF THE SURVEY

1. While a variety of resources was used to locate working support personnel in guidance, this study may not have adequately tapped the data available. The concept of support personnel, their possible uses in various settings, and the nature of work actually performed by current support personnel, all need further investigation. The varied locations, titles, and provisions for supervisory responsibility require the profession to clarify its expectations for support personnel.

2. There is more talk than action in implementing the concept of support personnel in guidance.

3. Support personnel are presently functioning in a variety of school districts. Most appear to be employed in urban-suburban settings, clustered in single school districts.

4. Differences do exist among these workers in terms of age, number of children, years and type of prior work experience, and years of formal education. Some of the differences seem to be due to the radically different approaches to the recruitment and intended use of support personnel among school districts.

5. Clear similarities are also apparent among support personnel. As a group, over half are 40 years of age or older, are married, have 2-4 children, have had several years of work experience (usually business or clerical positions), and have completed high school or one to two years of college.

6. Standard procedures for personnel selection and training are generally employed. However, the vast majority received only on-the-job training. Very few worked in a school where job status or security provisions on a statewide level were provided.

7. Support personnel tend to be both community-and person-oriented.

8. Using data supplied by support personnel themselves, these workers are performing many activities previously considered to be in the counselor's domain.

9. The need is clear and the support personnel concept is being implemented, as evidenced by existing positions. Both commonalities and differences appear among the workers in terms of the activities performed.

10. The existence of support personnel is relatively new. Approximately 75% of the respondents have been employed in this position two years or less, while the remaining workers have been employed only somewhat longer.

11. Job satisfaction and feelings of vocational worth are high among current support personnel in guidance.

12. Some inappropriate use of support personnel is evident, and it is often these tasks which they dislike the most and for which they feel least qualified.

SUPPORT PERSONNEL FOR GUIDANCE IN SCHOOLS--A REPORT OF A SURVEY OF GUIDANCE SUPERVISORS IN STATE DEPARTMENTS OF EDUCATION[1]

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As the ACES Committee on Support Personnel began its planning of approaches to the several tasks that were to be undertaken in carrying out its charge from the ACES Executive Council, one of its early activities was to develop and mail a questionnaire to officials in guidance supervisory positions within the several State Departments of Education. The questionnaire was designed to elicit responses in three general areas of information: (1) the extent to which guidance support personnel currently are being used in local school districts of the various states, at least insofar as the state supervisory personnel have knowledge of such use; (2) the opinions of state supervisory personnel regarding the appropriateness of certain tasks that might be performed by support personnel in guidance; and, (3) the opinions of state supervisory personnel regarding such matters as the current and future need of support personnel in guidance, the agencies primarily responsible for the preparation of such support personnel, and the duration of the formal training period for support personnel. Additionally, the over-all opinion of state department guidance supervisors relative to their positions as to favoring or opposing the use of support personnel in programs of elementary and secondary school guidance was solicited.

A questionnaire was constructed and sent to 53 individuals occupying top-level supervisory guidance positions in the 50 states plus the Canal Zone, American Samoa, and Washington, D.C. The return, even after follow-up, was disappointingly small; 35 of the 53 instruments were returned. The remainder of this report will provide a summary of the responses received.[1]

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[1] Survey conducted in 1968.

RESULTS

The first question posed in the mailed instrument follows: "From the data routinely collected by the State Education Department, (through supervisory visits, annual local district guidance reports, etc.) is information available as to the use that schools in your state are making of counselor aides or other paraprofessionals in guidance?"

In response to this question, 24 replied YES and 11 replied NO.

Next, the respondents, whether they answered YES or NO to the above question, were asked a question designed to elicit information as to the extent to which support personnel in guidance were being used in the schools of their states. Fifteen respondents checked NONE; fourteen respondents checked LITTLE; six respondents checked SOME. None checked either CONSIDERABLY or A GREAT DEAL.

In an additional effort to obtain information as to the extent of the use of support personnel in guidance, the respondents were asked to estimate the percentage of school districts in their states in which

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[1] The states and areas whose representatives responded are:

Alabama
Alaska
Arizona
Connecticut
Delaware
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Maine
Maryland
Michigan
Minnesota
Missouri
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
Oklahoma
Oregon
Rhode Island
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming
Canal Zone

such personnel were being used. Twelve respondents checked SOME, BUT LESS THAN 5%; four respondents checked IN 5% to 10% OF THE SCHOOLS. No respondents checked either of the two alternative possibilities: IN MORE THAN 10% BUT LESS THAN HALF THE SCHOOLS, or, IN MORE THAN HALF THE SCHOOLS.

Thus, of the 35 responses received as of January, 1968, 4 states reported knowledge of support personnel use in 5% to 10% of the schools of their states. Twelve respondents reported some use of support personnel, but in less than 5% of the schools in their states.

The following questions, designed to provide information as to the kinds of activities actually performed by support personnel, generated the responses shown; it must be borne in mind, however, that only 16 to 20 states reported knowledge of any use of support personnel in guidance.

Under the heading, INFORMATION GATHERING FUNCTION, and four sub-tasks within this area, 68% of the state respondents indicated that in their opinions the following tasks *could be* performed by support personnel: (1) collecting biographical data, (2) administering standardized tests, (3) securing specific information for compilation of surveys, (4) procuring source materials for use in group meetings. In response to a question as to the *actual* use of support personnel in the above functions, however, only 23% responded affirmatively.

Under the heading, INFORMATION GIVING FUNCTIONS (without individual interpretation), and four sub-tasks within this area, 60% of state respondents indicated that in their opinions the following tasks *could be* performed by support personnel: (1) orientation information to new students; (2) pre-registration; (3) occupational information; (4) post-high school planning information. Only 11% of the state respondents reported that such activities actually were being performed by support personnel.

Under the general heading of ORGANIZATIONAL FUNCTIONS and four sub-tasks within this area, 68% of the respondents agreed that in their opinions the following tasks could be performed by support personnel: (1) planning, with the professional guidance staff, activities to be performed; (2) organizing group meetings and recording attendance; (3) organizing materials in preparation for school-wide testing programs; (4) supervising and coordinating the functions of clerical or other skilled personnel with the guidance office, under the general supervision of the professional staff. Fourteen percent of the state respondents indicated that such activities actually were being carried out by support personnel.

A category of SUPPORTIVE FUNCTIONS with two sub-tasks was listed next; sixty-three percent of the respondents felt that support personnel could perform such functions as (1) acting as recorder in a variety of small group discussions; and (2) assisting the professional staff in assigned areas of responsibility.

Only 17% of the state respondents reported knowledge of support personnel actually engaged in these activities.

An additional section of the questionnaire was devoted to the obtaining of opinions regarding certain aspects of the 1966 APGA STATEMENT OF POLICY ON SUPPORT PERSONNEL FOR THE COUNSELOR. State respondents' agreement and disagreement with the following positions in that document are tabulated below:

	AGREE	DISAGREE
The duration of preparation for Support Personnel will be fairly brief compared to that of the Counselor; that is, a matter of weeks or months, compared to years.	27	8

	AGREE	DISAGREE
At least the final portions of a preparation program must involve opportunities to work under the field supervision of counselors.	32	3
There should be supervised preparation as members of a team of Support Personnel.	29	6
It would be advantageous to Support Personnel preparation programs and to Counselor Education programs if they can be coordinated in terms of content, time, and physical proximity.	27	8

In general, it can be seen that the 1966 APGA Statement of Policy on Support Personnel for the Counselor has received wide-spread approval from State Education Department personnel in guidance, at least in regard to the preparation of support personnel.

The last section of the questionnaire posed four somewhat open-ended questions to the respondents. Question #1 was as follows: "Your opinion as to the need (current and future) of paraprofessionals in guidance." Twenty-five of the respondents wrote replies that can be interpreted as strongly in favor of the use of support personnel in guidance programs. Of the five who responded negatively, the sentiments expressed were those of concern that emphasis would be placed upon the preparation and use of support personnel before the full complement of professionals was recruited, prepared, and employed in school situations.

A question asking who should be responsible for the preparation of support personnel in guidance elicited responses that were virtually unanimously in favor of a team approach to this kind of training; thirty of the respondents indicated that they saw the preparation of support personnel as the joint responsibility of counselor-educators, state department personnel, and practicing school counselors.

The modal length of the training period was 6 months, according to the opinions of the respondents, with 12 persons recommending this period as desirable. Five respondents said that a three-month training period would be adequate, while four indicated that the preparation period should be one year. Three respondents felt that from 6 weeks to three months would be required to prepare support personnel. Practically all of those responding to this question wrote in favor of carefully supervised on-the-job experience as a part of the over-all preparation program.

The last question posed was designed to discover the feelings of the respondents as to their general attitudes about the use of support personnel in guidance. Thirty-one state representatives declared themselves as generally in favor of the use of support personnel, three were generally opposed, and two did not express any opinion.

DISCUSSION

When the results of this kind of questionnaire/opinionnaire are examined, one is inclined to wonder whether anything of significance has been learned. Among other problems, the failure of 17 state guidance supervis rs to respond at all may make the results obtained suspect as a true reflection of the general flavor of a truly nation-wide sampling of opinion. On the other hand, one might well assume that in those states from which responses were not received, not much support personnel activity in guidance is taking place.

As an effort, however, to get at some general feelings among state guidance supervisors the questionnaire responses do permit a few guarded generalizations:

(1) In about 31% of the states responding, information as to the use of guidance support personnel in those states is not routinely available.

(2) Guidance support personnel were reported to be employed to a very limited extent in about 46% of the states responding.

(3) The guidance supervisors who responded generally were in agreement that support personnel could perform a wide variety of tasks under such broad headings as Information Gathering, Information Giving, (excluding individual interpretation of data), Organizational Functions, and Supportive Functions. From 11% to 23% of the respondents claimed knowledge of the fact that support personnel actually are performing such functions.

(4) Among the respondents there was general agreement with the APGA statement on the roles and preparation of guidance support personnel.

(5) Slightly over 70% of the respondents seemed to be strongly in favor of the use of support personnel in guidance.

(6) The preparation of support personnel in guidance is seen as a shared responsibility among state supervisors, counselor-educators, and practicing school counselors. The respondents, in general, see the training period as relatively short (6 months), but a majority of the respondents pointed to the need of carefully supervised on-the-job experience as a part of the training period.

COUNSELOR OPINION ON THE INTRODUCTION OF SUPPORT PERSONNEL INTO THE GUIDANCE FUNCTION OF THE SCHOOL[1]

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There is an increasing amount of literature encouraging experimentation with and development of support personnel positions in schools. However, no data have ever been systematically gathered from a large number of practicing school counselors in order to assist the profession in clarifying and acting on the support personnel concept. Considering counselors as potential "consumers" of support personnel services, how ready are they to consider support personnel, and in what directions does their thinking tend? To answer these questions, the ACES Committee on Support Personnel for Guidance in the Schools conducted a survey of a nationwide representative group of school counselors. The survey was developed (a) to gather the reactions of the field to some general ideas about the concept of support personnel, and (b) to test counselor response to specific propositions in the APGA role statement on support personnel (APGA Professional Preparation and Standards Committee, 1967).

PROCEDURES

A 5% random sample of American School Counselor Association members from each state was chosen, for a total N of 768 out of 15,021 members as of December, 1968. The survey instrument was sent out to each, and two follow-ups were sent to non-respondents.

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[1] An oral and abbreviated form of this report was presented at the annual convention of the American Personnel and Guidance Association, Las Vegas, Nevada, 1969.

As returns were received, it became obvious that national ASCA membership includes a large number of persons other than practicing school counselors. Almost a quarter of the total original group surveyed were replaced with new randomly chosen names. The 5% ratio from each state was maintained. The final return was 435, or 57% of the total sample. Nationwide, this represents 4% of the ASCA members who are practicing school counselors.

Included among the respondents were 41 elementary counselors, 360 secondary counselors, 12 persons who served both elementary and secondary schools in their districts, and 9 guidance administrators. A small number did not identify their work area. A large majority, 365, were employed full time as counselors. Most (280 or 65%) were located in the ACES North Atlantic or North Central regions.

The survey instrument reproduced the thirty-two separate task statements for counselor support personnel enumerated in the APGA role statement. Counselors were asked to react to each individual item, indicating the degree to which they agreed or disagreed with it as an appropriate task in general for support personnel in school guidance. The choices were presented on a 4-point scale ranging from Strongly Disagree (1) to Strongly Agree (4).

Respondents were also asked to consider their over-all attitudes toward support personnel work. Finally, a number of free-response questions regarding local district use and the change in the counselor's own role were asked.

FINDINGS

The single most important finding in the survey is that the responding counselors were overwhelmingly enthusiastic about the idea of support personnel in guidance. In response to a specific question on this, 87% responded in favor. With reference to the use of support personnel in their own local school districts, counselors were equally as positive in their response. Only 8% of the respondents were neutral to the support personnel idea, and 5% were negative.

Counselors reported their attitude toward possible specific duties for support personnel. These duties can be examined according to six clusters of logically related items as well as individually. Thus, Table 1 shows a group of items clustered under the heading "individual interview", another under the heading of "group discussion", and so on. At the end are two items which were not in the original role statement, but which were added as extras to be considered: namely, "becoming involved in the definition of the role of support personnel" and "helping to evaluate the contributions of support personnel".

Of the six clusters, counselors rated most highly those involving indirect help to counselees: information gathering and processing, placement, follow-up, and program management functions. In fact, over 80% of the respondents gave each of these clusters an "agree" or "strongly agree" rating. The highest individual item endorsements went to those support personnel duties of "audiovisual operator" (3.49), "obtaining and maintaining information on the world of work (3.48), "procuring and preparing supplies of materials" (3.45), and "contacting various sources for needed records" (3.44). Seventeen, or half of the suggested items, were reacted to with an average score of 3 or higher,

Table I

Counselor Responses to Items from the APGA Statement on Technical and Non-Technical Roles for Support Personnel

Clusters and Items	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean
	N	%	N	%	N	%	N	%	
Interview client	36	(8.3)	95	(21.9)	251	(58.0)	51	(11.8)	2.73
Give prepared information	23	(5.3)	94	(21.6)	272	(62.5)	46	(10.6)	2.78
Explain counseling	24	(5.6)	100	(23.1)	253	(58.6)	55	(12.7)	2.78
Put client at ease	56	(12.9)	133	(30.6)	197	(45.3)	49	(11.3)	2.55
Cluster: individual interview	35	(8.0)	106	(24.3)	243	(56.1)	50	(11.6)	2.71
Discussion leader	45	(10.4)	185	(42.7)	170	(39.3)	33	(7.6)	2.44
Information resource	11	(2.5)	51	(11.7)	282	(64.8)	91	(20.9)	3.04
Recorder in group	12	(2.8)	65	(15.0)	267	(61.7)	89	(20.6)	3.00
Observer in group	33	(7.7)	149	(34.7)	208	(48.4)	40	(9.3)	2.59
Put group at ease	31	(7.2)	153	(35.6)	211	(49.1)	35	(8.1)	2.58
Information and support to former ce's	15	(3.5)	122	(28.7)	251	(59.1)	37	(8.7)	2.73
Outreach activities	9	(2.7)	79	(23.4)	217	(64.4)	32	(9.5)	2.81
Cluster: group discussion	22	(5.3)	115	(27.4)	229	(55.2)	51	(12.1)	2.74
Testing	11	(2.5)	45	(10.4)	165	(38.0)	213	(49.1)	3.34
Get and maintain work information	2	(0.5)	13	(3.0)	194	(44.6)	226	(52.0)	3.48
Contact others for records	3	(0.7)	22	(5.1)	191	(43.9)	219	(50.3)	3.44
Find information resources	15	(3.5)	85	(19.6)	223	(51.5)	110	(25.4)	2.99
Prepare information for use	7	(1.6)	71	(16.6)	256	(59.7)	95	(22.1)	3.02
Find referral spots	8	(1.9)	55	(12.8)	273	(63.6)	93	(21.7)	3.05
Information about former ce's	10	(2.4)	88	(20.7)	242	(56.9)	85	(20.0)	2.95
Audiovisual operator	3	(0.7)	8	(1.9)	195	(45.2)	225	(52.2)	3.49
Cluster: Indirect help	7	(1.7)	48	(11.2)	217	(50.4)	158	(36.6)	3.22

Table I, continued

Clusters and Items	Strongly Disagree N	%	Disagree N	%	Agree N	%	Strongly Agree N	%	Mean
Seek referral sources and contact	28	(6.5)	127	(29.7)	204	(47.7)	69	(16.1)	2.73
Plan specific referral	41	(9.6)	211	(49.2)	145	(33.8)	32	(7.5)	2.39
Aid individuals in referral process	25	(5.8)	132	(30.8)	229	(53.4)	43	(10.0)	2.68
Cluster: Referral	31	(7.3)	157	(36.5)	193	(44.9)	48	(11.2)	2.60
Develop placement possibilities	11	(2.6)	87	(20.2)	250	(58.1)	82	(19.1)	2.94
Help individuals in unusual cases	9	(2.1)	97	(22.7)	268	(62.8)	53	(12.4)	2.85
Survey placement trend	3	(0.7)	19	(4.4)	258	(60.0)	150	(34.9)	3.29
Find new placement sources	3	(0.7)	30	(7.0)	240	(55.8)	157	(36.5)	3.28
Get follow-up data	2	(0.5)	14	(3.2)	237	(55.0)	178	(41.3)	3.37
Cluster: Placement and follow-up	6	(1.3)	49	(11.5)	251	(58.3)	124	(28.8)	3.15
Collect, analyze data	1	(0.2)	29	(6.7)	244	(56.6)	157	(36.4)	3.29
Prepare supplies	4	(0.9)	8	(1.9)	208	(48.1)	212	(49.1)	3.45
Make reports	16	(3.8)	81	(19.0)	229	(53.8)	100	(23.5)	2.97
Keep records	9	(2.1)	48	(11.2)	230	(53.7)	141	(32.9)	3.18
Supervise personnel	12	(2.8)	80	(18.5)	213	(49.3)	127	(29.4)	3.05
Cluster: Program management	8	(2.0)	49	(11.5)	225	(52.3)	147	(34.3)	3.19
Define support role	3	(0.7)	40	(9.3)	277	(64.1)	112	(25.9)	3.15
Evaluate support work	8	(1.9)	45	(10.4)	275	(63.8)	103	(23.9)	3.10

indicating strong endorsement.

By contrast, there were lesser average ratings for the first two clusters: those involving "individual interview" and "group discussion". Although all of the suggested support personnel activities clusters are rated favorably, counselors in this survey apparently found it harder to grant to support personnel a variety of activities which bring them into face-to-face contact with counselees than to have them do the more data-oriented or externally-focused tasks.

The lowest average cluster rating appeared in the "Referral" area, where counselors seemed even more reserved about using support personnel.

Respondents gave least endorsement to the idea of support personnel "initiating a contact for specific individuals with given referral agencies" (mean score 2.39) and "being a discussion leader" (mean score 2.44). These were the only two items whose average rating was on the negative side (less than 2.50) of the scale.

Items having over 10% of the responses recorded in the "Strongly Disagree" column were "being a discussion leader", and "engaging the counselee in informal, casual discussion to put him at ease." Both of these involve face-to-face contacts with counselees.

Item 11, "perform outreach activities", was rated by only 78% of the respondents. The idea of outreach, involving active efforts to enlist community support, to involve parents, to advertise services, and to elicit people's taking advantage of them, was apparently new to a rather large minority of counselors in the study. Each of the other items from the APGA role statement was rated by 100% or almost 100% of the respondents.

Counselors were also asked to list up to five of the APGA role statement items which would receive top priority for assignment to support personnel in their own school districts. Almost half (49%) of the respondents selected the item, "administer tests." Two items were selected by over 100 respondents: "secure and maintain occupational information" and "keep records". The items most commonly selected for assignment to support personnel fell into the indirect help cluster and the program management cluster. This tends to confirm the earlier finding that counselors find it hard to delegate face-to-face client contact responsibilities to support personnel.

Respondents also took a free hand in offering their own listings of preferred uses of support personnel. Two directions of thought emerged: (1) Some counselors were ready to make specifically local applications in their use of support personnel. For example, the use of support persons as interpreters for those clients who speak foreign languages; the use of family assistants who can gain easy access to and visit homes, who can explain the school's function and the services of guidance, and bring family support into the picture; support personnel from the indigenous community to interpret to school personnel the people's customs and attitudes, and to foster among counselors the search for increasingly useful guidance services; the use of volunteer mothers and handicapped people. (2) Other counselors delegated a variety of tasks at levels far above or far below the APGA list or even irrelevant to guidance. Such responsibilities as counseling and individual test interpretation were suggested by some as legitimate support personnel functions. A few others delegated such questionable functions as chaperoning, discipline, substitute teaching, advising extra-curricular activities, and the handling of a free-lunch program.

It was in response to these questions regarding the priority use of support personnel that several counselors questioned the orientation of the APGA role list. They considered it to be focused on the secondary school level, and illustrations such as these were offered to document their position: the "placement" cluster is almost entirely occupationally oriented, and does not consider a wider placement perspective which includes educational or personal-social placement; activities which might be assigned to elementary level support personnel are not listed, such as escorting children to and from counseling sessions, and providing supportive companionship in the early days of school attendance.

Counselors were also asked to indicate which of the APGA role statement suggested activities could not be implemented in their local schools. No item was listed by more than 15 of the total respondents. This would seem to indicate a healthy realism and appropriateness in the present APGA listing.

When asked what they would do if they had a support person to assist them and release their professional time, counselors offered a fascinating array of alternatives. As expected, the most common response involved some kind of working with counselees (such as, in-depth counseling, work with the non-college bound, more time with deprived students, group counseling). But a large number of counselors wanted also to work with teachers, helping them understand the role of guidance, cooperatively working on individual student cases, helping them to understand their classroom learning climate, and conducting sensitivity groups with teachers. Counselors also wanted to work in many ways with parents, to help develop child-centered curricula, to hold case conferences, to read the professional literature, to do research, and to work more closely with referral agencies.

Counselors were asked what their concept of a desirable support person was, and responses were wide-ranging. While some showed preference for support personnel to possess clerical skills, many counselors suggested more people-oriented qualifications such as sensitivity, ability to relate to youths, and human concern. Several proposed that support personnel be selected solely on the criteria of warmth and helping attitude, and preferred to ignore test scores or grade point averages or level of education.

Counselors in the study seemed generally anxious to help support personnel develop a career line, which would offer several levels of support personnel positions in order to encourage upward aspiration. In addition, almost half of the respondents (47%) wanted advancement possibilities left quite open and subject only to the desires, ability and preparation of the support person. Even advancement to a counselor position was considered possible, though not by merit alone. Appropriate formal professional preparation was called for. Only seven percent of the respondents required support personnel to have college potential, however.

Some respondents saw the support personnel position as a logical resource for recruiting counselor candidates, as a beginning training ground for guidance interns, or as a place where a potential employer and employee in guidance could learn more about each other before commitment to hiring was made. These uses do not, however, tend to be consonant with the spirit of the APGA role statement, which seeks to develop a more permanent career position.

There was strong support for the support person being directly and solely responsible to his supervising counselor. This line relationship, if not abused or handled possessively, could permit the establishment of a real team relationship unthreatened by others in the school organization.

The 22 counselors who expressed a negative view toward the use of support personnel offered these reasons: No finances are available (N=5); Wait until the counseling profession itself is well established (N=4); Clerical help is needed first (N=3). Other reasons were offered by only one or two respondents each. It seems clear that these reasons for negative response are not categorical refusals, i. e. they are either directed to a local condition only, or they ask only that the development of support personnel be delayed. This inference strengthens the already overwhelming vote in favor of support personnel among practicing counselors.

CONCLUSION

Two major implications flow from the findings:

(1) In the assignment of tasks to support personnel, one can conclude that counselor preferences will tend not only to separate support personnel from counselees, but also to separate counselors from their support personnel. The tasks most frequently delegated to support personnel are not those on which continuous collaboration is needed. By denying support personnel at least some of the same people-contact that they themselves enjoy, counselors may lose a common ground on which to communicate with support personnel, and may prevent real teamwork by separating the functions of counselor and support person into distinct categories. In addition, such restrictions may not make maximum use of the interpersonal talents of support personnel, and may deny support persons the very satisfaction of person-to-person contacts that bring them into the school setting in the first place.

Such views on the part of practicing counselors may indeed prove shortsighted. The supply of qualified counselor personnel is lagging farther and farther behind the sheer demand for increased numbers (U.S. Department of Labor, 1967); and there is also the reality that many of counseling's traditional attitudes and approaches are precisely the barriers between professionals and their clientele which may best be overcome through the use of assistants whose background and personal style are more similar to the clients (Hansen, 1965).

Why do members of a profession which is dedicated to helping people not apply the lessons of their training to their own behavior? Not all of the possible answers are complimentary: (a) Counselors may still be searching for an identity--the very search which put them behind closed office doors and the sometimes unjustified veil of confidentiality. Or (b), since there was once a concern about the possible mis-use of the Department of Labor's CAUSE trainees (Odgers, 1964), perhaps they are unwilling to have the problem raised again. Or (c), counselors may be assigning inappropriate activities to support personnel as a means for their own survival. As one counselor put it, "It would be necessary for a counselor to relegate secretarial and clerical tasks to someone before he would be in a position to define or suggest duties of a paraprofessional nature...Professional counseling cannot be done...until the 'flotsam and jetsam' are cleared from the counseling load."

(2) Counselors are eager to utilize supportive help in their work. The backing of school administrators and the encouragement of professional organizations would go far to enhance the development of support personnel. Many counselors are able and eager to analyze their local needs and resources and adopt the formal role statement to their own circumstances. At the same time there is unclearness among coun-

selors as to the most appropriate uses of support personnel. Specific assistance through conferences and continuing education workshops sponsored by professional organizations and counselor education programs is likely to be welcomed by practicing counselors.

CHAPTER 4

AN INTEGRATIVE POSITION ON SUPPORT PERSONNEL IN SCHOOL GUIDANCE

There is much opinion pro and con regarding the use of support personnel, as is evidenced from the reviews and surveys in Chapters 2 and 3. At an earlier time, when APGA was developing its 1965 policy statement regarding the CAUSE program, there was little experience or research to draw on to formulate plans. Hill (1965), reviewing the whole CAUSE debate, commented, "We end where we started with the hope that such issues could, in the future, be treated on a higher level of documentation, citation of supporting evidence, avoidance of personalities."

Since that time much experience has been gained. The APGA statement on the technical and nontechnical roles and preparation for counselor support personnel served as a springboard but not as a set of limits for the Committee's activity. Projects undertaken in the use of guidance support personnel, and reports on the use of support personnel in other human helping services fields, have also made substantial contributions to our understanding. The Committee's own surveys, especially of employed support personnel themselves, have provided a reality base and the beginnings of a job analysis which added many further insights.

This chapter is a statement of the Committee's premises and position on the introduction and use of support personnel for guidance in the schools.

PREMISES

Based on a review of existing conditions, viewpoints, and reports of experiences in the use of support personnel both in school guidance and in other human helping services fields, the ACES Committee on Support Personnel for Guidance in the Schools asserts these premises which underlie its position: (1) The trend toward increased use of support personnel in elementary and secondary school guidance is a reality. The ACES Committee's posture is one of eager acceptance of the concept of support personnel, and one which searches for the most fruitful use and development of support personnel as a permanent career position in school guidance. Five reasons support this position: (a) as caseloads multiply and the complexity of roles increases, the professions usually introduce the use of team relationships and differentiate levels of staff functioning; (b) the demand for additional guidance manpower coupled with current budget crises call for more effective use of counselors and for the introduction of helpers; (c) APGA and such local agencies as the New York State Education Department's Division of Pupil Personnel Services have provided stimulus through their issuance of support personnel role statements; (d) early projects for the training and use of support personnel in school guidance seem to have been successful; and (e) much success has been experienced with the use of support personnel in allied professions.

(2) The APGA role statement for support personnel, while very general in form, seems to deal rather comprehensively with the issues needing resolution and with the topics needing clarification. The Committee endorses the major principles underlying the statement, and intends to build on the statement in this report.

(3) The APGA statement suggests 32 activities for support personnel, but does not propose them as an exhaustive or restricting list. The Committee believes that flexibility is needed regarding

the tasks of support personnel, for the following reasons: (a) schools vary in the degree of professionalization and extent of development of their guidance services; (b) the needs and conditions which shape guidance vary from locale to locale; (c) guidance personnel vary in their readiness to accept support personnel and/or in their readiness to assign given responsibilities to support personnel; and (d) a rigid job description for support personnel "do's" and "don't's" would give the appearance of finality and the aura of precision to a statement, whereas too little is known yet about what is successful or unsuccessful in the use of support personnel. At the same time, the Committee is committed to a delineation of tasks and functions which builds on similarities among all support personnel, as a starting point for local role development.

(4) The primary aim in introducing support personnel is to offer improved guidance service to students and to society. In some circles manpower development and the need for creation of new jobs seem to be chief stimuli for introduction of support personnel. Such a reason is considered here to be a secondary, though worthy, consideration underlying the use of support personnel in school guidance.

(5) Staffing, space, and budget shortages may for the present compel some schools to hire persons who can perform both clerical and support functions simultaneously. But the fullness and effectiveness of the guidance function calls for separate personnel to perform the duties of these positions. There are two reasons for this separation: (a) the differing personal and skill requirements of support vs. clerical positions, as they seem to be evolving, argue for different kinds of individuals and different kinds of training; (b) among competing tasks, day-to-day clerical activities would infringe on support functioning just as they have on counseling.

(6) Personnel in guidance have need of many skills which are crucial to their success but which are not specifically guidance skills. Among these are certain clerical and communications skills, such as using a telephone, developing working files, writing reports and summaries, and receiving and conveying information accurately. Since many support personnel are recruited from social or cultural backgrounds where these are not common skills, pre-employment assessment of clerical and communication skills is needed. Training must be provided where deficiencies exist.

(7) The Committee endorses the career ladder concept for support personnel. Three reasons underlie this position: (a)upward aspiration is recognized as a prime human motive; (b) degrees of freedom in staff assignment and distribution of activities are greater when a career ladder is used, since more responsibility can be delegated to those support personnel who have the required training and who show promise of greater achievement; and (c) greater variety is introduced into the differentiated staffing pattern.

Given the endorsement of a career ladder, it is then incumbent on us to spell out the role levels and training principles which implement the concept. These are presented in sections which follow.

RECOMMENDATIONS REGARDING THE ROLE AND TRAINING OF SUPPORT PERSONNEL

The APGA role statement on support personnel takes a generalized position applicable in a variety of settings. It suggests, in addition, that levels of technical and nontechnical functions might be developed. This portion of the Committee's recommendations is presented as the Committee's attempt both to particularize the APGA statement to school guidance, and to implement the concept of levels of function. In addition, a model training program designed to implement the role conceptualization is offered.

The model suggested here is not presented as the last word in the role of a guidance support person, but rather as a beginning way to consider introducing the support person into the guidance and personnel team.

There seem to be five basic reasons for describing the role of a support person in some detail:

(1) Unless the tasks and levels of responsibility for needed support personnel are spelled out clearly, the entrance of such personnel will most likely be met with indifference, charges of lack of preparation, defensiveness, and confusion (Gust, 1968).

(2) Concepts of differentiated staffing (English, 1969) can be appropriately applied in development of a counselor-support personnel team relationship. In a detailed examination of the total guidance function, activities can be assigned to various personnel on the basis of training, career goals, and difficulty of tasks. Counselors and support personnel together can work to develop and progressively refine a mutual relationship which both serves the objectives of guidance and accomplishes these most efficiently.

A delineation of support personnel tasks is a beginning toward local implementation of differentiated staffing in guidance.

(3) Emerging roles of the school counselor will depend in major part upon a clear and specific role statement for support persons.

(4) Objectives and procedures for a training program have meaning and operational value when they are based on a specific role and designated tasks.

(5) An enumeration of tasks gives supervising counselors a basis for

selecting and assigning tasks, and for offering constructive suggestions and further training. In addition, inappropriate expectations of other school staff members can be forestalled.

A particular role and an individual's style of performance are not to be confused as synonymous. This has often been a problem in past discussions on the counselor's role. A support person's style would most likely determine priorities of tasks, energy level, direct versus indirect involvement in tasks, initiative and degree of emphasis upon certain activities. All of these style categories are important variables in job performance but they do not neutralize a role statement. Preoccupation with style characteristics does not help a profession produce on its ideals when introducing identifiable support personnel who can perform universally in guidance departments throughout the country.

Starting from the Committee's commitment to a career ladder for support personnel, and acting to implement the APGA statement's description of support roles as being technical and non-technical, it is recommended that the proficiencies of the support personnel be organized into three levels through a non-technical to technical continuum.

The levels are distinguished according to their relationship to data, people, knowledge, and autonomy.

In the continuum, the levels move from level I at the beginning non-technical position through to level III as the most advanced and more technical role. Level I is characterized by relatively routine and repetitive application of prescribed and limited procedures requiring knowledge of a particular operation within a particular function. At the top level, the more technical activities of level III require more complex skills as well as more knowledge and understanding of general program objectives and operations. An example might be the level I support person's origination of a letter requesting information about previewing audio-visual vocational information materials; the level III support person would prepare a newsletter to be circulated to the students and teachers announcing the availability of materials. The support person at level III would also be expected to plan and prepare information for mass media: newspaper, radio and television.

It should be emphasized that these activities at all levels would be under the supervision of the counselor. The counselor's role is responsive and emerging and not static. The support person's role also emerges as changes in the role of the counselor occur. It is important to view the tasks proposed here for support personnel as implying a need for serious study of newer counselor roles.

It is not intended that the counselor's activities as a counselor be reduced or lessened by the addition of one or more support personnel to the guidance staff; rather, it is intended that support personnel will--under the direct responsibility of the counselor--free him from many of the time-consuming, sub-professional details so that his professional efforts may be directed to a greater depth with students, and his school and community environment.

Basic Assumptions for Task and Level Delineation

Ten basic assumptions underlie the enumeration of specific tasks and levels of responsibility for counseling and guidance support personnel. It is assumed that:

1. Tasks can be identified independent of professional persons involved. If support personnel are to become an identifiable source of skills which can be transferred and utilized in the profession on a wide scale, independence from a particular counselor and the development of a universal basic training program are necessities. All

school counseling and guidance support personnel have certain skills in common.

2. The person employed on each support level is assumed to be competent and willing to perform tasks of lower level positions, i. e., a level II support person would be expected to have the knowledge and skills required for a level I position; a level III support person would be able and qualified to execute any of the tasks assigned to levels I and II, and in addition to have the knowledge and skills particularly required for level III activities.

3. The enumeration of tasks at each level in this report is not all-inclusive but rather an attempt to establish a departure point for training and beginning work activities of guidance support personnel.

4. It is assumed that appropriate use of support personnel will increase counselor opportunities for contacts with students, teachers and parents. For example, if professionals seek more opportunities for personal contacts with students, there are more suitable ways of doing so than distributing college applications.

5. Misunderstanding and conflict about the role, expected function, and evaluation of new support personnel in the school can be reduced if tasks have been delineated for all parties concerned.

6. Each of the tasks at all levels would be undertaken under the supervision of professional personnel.

7. Support personnel must have a recognized means of "moving up" from level I to III. Pilot projects with support personnel indicate the importance of this incentive.

8. Counseling and guidance support personnel are needed in the elementary school as well as the secondary school. It is assumed that persons using this role statement will use the framework and delete and add special tasks appropriate to the educational institution with which they are immediately concerned.

9. If team work is to be developed, training programs for support personnel must also include the counselor as a trainee as well.

10. The American School Counselor Association's statement on the role of the counselor has received wide distribution since it was formally adopted (American School Counselor Association, 1964). Since school counselors and support personnel must work close together, that role statement provides a framework and widely accepted vehicle with which to view the tasks of support personnel.

Task and Level Conceptualization

The counselor functions presented in the ASCA role statement have been used in arranging support personnel tasks in three levels from non-technical to technical. Tasks have been arranged from a single, tangible activity at level I through more complex two dimentional activities of level II to level III where tasks are more integrative and require a number of skills to perform an activity. The tasks have been conceptualized and arranged by three levels in relationship to people, data, knowledge, and autonomy. The structure for the identification of the three levels is presented graphically in Table 1.

1. People: The counselor in his activities works in various degrees of closeness with people. Support personnel are able to assist in many of the direct contacts as well as indirect relationships with people. The structure presented in Table 1 shows that the level I support person deals with information about people; the level II support person prepares (under the supervision of the counselor) information for people and for the counselor to use with people. He might distribute the newsletter to people or prepare occupational material for the counselor's use. The level III employee has more direct contacts with people. He collects information from people in groups or from individuals and may in some cases distribute routine information to people.

2. Data: Data are utilized by the counselor in assisting individuals to make decisions. Information of a single dimension tends to come early in the decision making process. As the final decision point is reached, the interaction of data and individual characteristics becomes more apparent and complex. This process parallels the sequence of tasks performed by support personnel at various levels. Single items of data are the principal concern of thelevel I support person; for example, he posts test scores in cumulative folders. The level II support

TABLE 1

Conceptual Framework for Delineating Tasks of Support Personnel

PEOPLE	DATA	KNOWLEDGE	AUTONOMY
Person-to Person Contacts and Interactions III	Act as Research Assistant in Statistical Analyses of Test Score Results III	Knowledge of Relationship of Skills III	Guidelines From Counselor; Freedom in Schedule Flexibility III
Newsletters II	Combine Data (Expectancy Tables) II	Intuitive Judgment II	Tasks Assigned; Greater Latitude in Scheduling Task Completion II
Records I	Single Test Score I	Knowledge Related to Particular Skills I	Tasks and Assignments From Counselor and Senior Aides I

person combines data from one or more sources, such as conversion of raw scores to standard scores or combining two subtests. The worker whose experience and training qualify him for level III may act as a research assistant in conducting comparison studies using local norms, plotting expectancy tables, or comparing quantitatively D. O. T. job specifications with individual profiles. Such comparison studies would be initiated and supervised by the counselor.

3. Knowledge: The higher the support person is in the levels structure, the more he understands the interrelationship of the skills he practices. Support personnel differ from professional persons in that they have less comprehensive understanding of the total purpose and function of the guidance and counseling program and they have limited or no theoretical knowledge. At level I the worker is concerned with particular knowledge absolutely necessary to perform specific skills. The level II worker is more dependent upon common sense and intuition in addition to specific skills, and at level III the worker has developed sufficient inowledge to see how particular skills serve common purposes.

4. Autonomy: The less training and experience a support person has, the less freedom he will have in scheculing his own time and planning the sequence for completing the tasks assigned to him, subject always to the professional's directions and supervision. The tasks assigned to a level I person will typically be in single units, normally assigned by the professional for short periods of time. The level II support person will have assigned to him more ongoing tasks than those of the level I worker. The support person who has moved up to level III will continue to be under the direction of the counselor, but those tasks will be even broader in scope than those

of the two lower levels, and the person himself will have greater freedom in planning the completion of the assignments and using resources to complete them. Typically, the assignments which the level III worker handles will require a longer period of time than levels I and II to finish. The level III support person may also be delegated some responsibility by the professional to supervise and train new support members of the team.

Format for Enumeration of Tasks

The American School Counselor Association (ASCA) in its role statement for secondary school counselors has listed the several areas of professional responsibility. (The general area has been added as an additional area for support personnel.) The areas are:

1. Planning and Development of the Guidance Program
2. Counseling
3. Pupil Appraisal
4. Educational and Occupational Planning
5. Referral
6. Placement
7. Parent Help
8. Staff Consulting
9. Local Research
10. Public Relations
11. General

These areas have been used in this report to outline the tasks at each support level. (See Appendix B for detailed list.) In order to provide maximum comprehension of the range of tasks at each level and as related to each area of responsibility, the support tasks are grouped by support personnel level under each of the ASCA functions. Thus, to quickly see how the support personnel at each of the three levels aid the counselor in the function of planning and developing the guidance program, attention should be directd to the three sections headed "Planning and Development of the Guidance Program"; in these sections will be listed the tasks assigned to level I, level II, or level III. In order to identify all the tasks performed by a level I support person, or all the tasks for either of the higher two levels, attention should be directed to each appropriate section in Appendix B.

The tasks were identified through questionnaires, reviews of literature and policy statements, surveys and interviews with counselors and support personnel. This list is not exhaustive but provides an important opportunity to identify different areas of emphasis in support tasks.

The number of tasks enumerated for each level and area of responsibility are totalled in Table 2 to show the range and frequency of the activity of support personnel within each area. Data in Table 2 also provides information needed to develop training programs for support personnel as specific task areas or levels in which they require training are identified.

There are a number of support personnel tasks at each level that are applicable to more than one of the counselor functions. The tasks are not mutually exclusive. Overlapping tasks have been included under each of the counselor functions so that no support personnel tasks as related to specific counselor role areas would be inadvertently overlooked. A comparison of counselor activities with the total of all three levels of support personnel functions is shown in Table 3. The table represents an attempt to illustrate a comparison between counselor and support personnel based on the tasks identified to this point in the Committee's investigation. Magnitude of tasks takes into consideration both the quantity and intensity of tasks identified. Magnitude was determined by autonomy of operation, depth of interpersonal relationship, ASCA role guidelines (50 percent counselor's time in counseling) and

TABLE 2

Number of Tasks for Each of Three Levels of Guidance Support Personnel by Eleven Areas of Guidance Functions

Functions	Levels of Support Personnel		
	Level I	Level II	Level III
1. Planning and Development of the Guidance Program	6	2	5
2. Counseling	8	6	13
3. Pupil Appraisal	11	4	2
4. Educational and Occupational Planning	7	12	14
5. Referral	1	4	3
6. Placement	5	4	3
7. Parent Help	3	3	6
8. Staff Consulting	8	2	6
9. Local Research	1	3	6
10. Public Relations	6	1	6
11. General	5	4	1

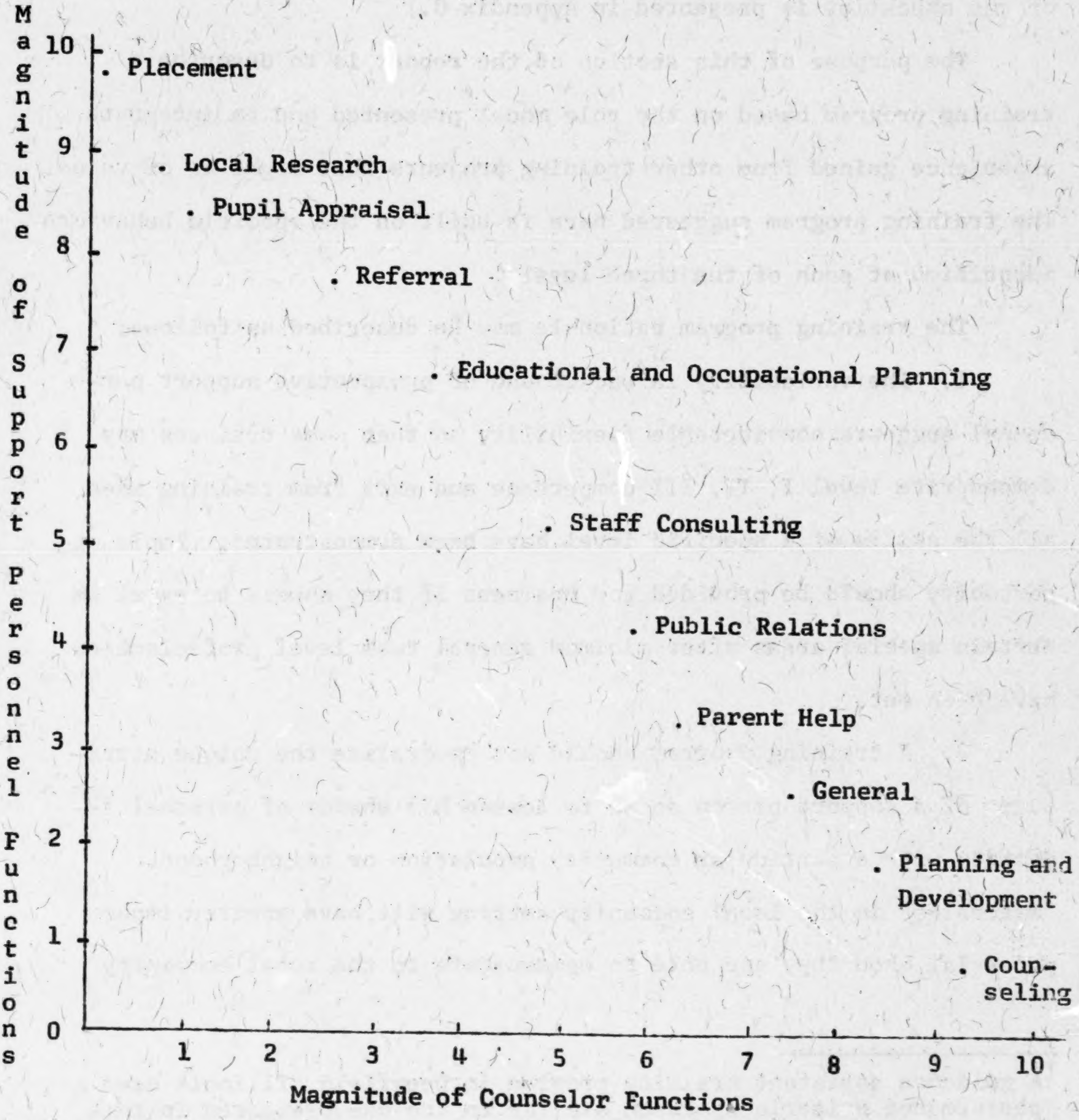
APGA support role statement. It can be seen that the counselor works predominantly in the personal contact and planning and development area, while the support person works in more technical information processing areas.

Training

Differentiation of tasks and levels of guidance support personnel makes it possible to develop preservice and inservice training programs with specific goals and objectives. A sample performance

TABLE 3

Relative Magnitude
Of Support Personnel and Counselor Functions



checklist has been developed for levels I and II to illustrate what can be done to effectively communicate what has been accomplished or not accomplished in a support personnel training program.[1] (The full text of the checklist is presented in Appendix C.)

The purpose of this section of the report is to describe a training program based on the role model presented and to integrate experience gained from other training projects that might be of value. The training program suggested here is built on the specific behaviors identified at each of the three levels.

The training program rationale may be described as follows:

1. The variability in background of prospective support personnel suggests considerable flexibility so that some trainees may demonstrate level I, II, III competence and exit from training when all the skills of a specific level have been demonstrated. Ample opportunity should be provided for trainees if they choose to excel in certain special areas after minimum general task level proficiencies have been met.

2. A training program should not neutralize the unique attributes of a support person so as to lessen his chance of personal identity with a particular community population or neighborhood. "Naturales" in the local community setting will have greater impact potential when they are able to communicate to the local community

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[1] A guidance assistant training program in Deerfield, Illinois used a performance criteria approach similar to the one presented in this report. Amherst-Pelham Regional School District in Amherst, Massachusetts, conducted a state-wide EPDA institute 1969-1970 based on task and levels proposed in this report. The experience gained through that institute has been incorporated into this section on training.

about guidance services and to influence the guidance or pupil personnel program to meet community needs than when they are made over into a counselor mold.

3. In order to be effective, training methodology must take into consideration the trainees' educational background and the nature of the specific tasks to be performed. Traditional training methods of reading assignments, lecture and written examination are not the most effective techniques for any learner but especially not for support trainees. If personnel who represent other than middle socio-economic levels are to be included in guidance staffs, training methods which provide a variety of techniques, such as simulation, self-evaluation, practicum and reality-oriented experiences must be utilized. Many of the trainees may have had unsatisfying experience in schools which use traditional techniques.

4. Both preservice and inservice training are necessary if the trainee is, on one hand, to develop universal skills and basic knowledge which can be utilized in a number of guidance offices, and on the other hand, through inservice training, to develop specific skills and attitudes to fit a particular school staff and program. An external agency which might be responsible for preservice training should recognize the need for follow-up consultation and supervision, and additional training to fit individual needs. An outside consultant or counselor from another setting is in a more objective position to detect and deal with changes in counselor role and possible conflicting relations with clerical staff members and other professional members of the school than the counselors themselves. The first six weeks period that a guidance support person is on the job appears critical in effectively relieving tensions, understanding departmental procedures,

resolving differences in expectancies, and in working out or revising individual job descriptions.

5. A tone or climate should be established in a training program to communicate to trainees that they are launching a significant innovation in education. Their tasks are important, essential and on-going. New support personnel have no models to follow either from their own experience as a student or as an employee. For many, guidance services are a new innovation. Generally, the degree to which a support person commits himself to his task reflects the intensity to which he has personalized the knowledge and skills to work effectively on a guidance team. Personal identification with a new career and working out feelings of uncertainty about relations with professionals and students require a training environment in which counseling is readily available to help trainees understand and make decisions about their home and school life.

6. Team compatibility and cohesiveness is dependent upon the employing counselor's planned participation in the training program. One of the main rationales for support personnel is to free counselors and other professional personnel to expand and intensify their services to students, teachers and parents. A preservice training program which includes only the support person himself is incomplete. Opportunity needs to be provided for the employing counselor to be involved as part of the training program--planning it, taking part in it and assessing its effectiveness.

7. Support personnel themselves will most likely need counseling and supportive feedback during training. Their feelings of being an outsider and being uncertain about their success in their new job merit attention and supportive consultation by the school counselor

TABLE 4

Activities Within Parts
Of a Support Personnel Training Program

Human Relations Skills

A. Listening
B. Observing
C. Articulating
1. Intra-personal dimension
2. Inter-personal dimension
3. Person to person via technology

Clerical - Audiovisual Skills

1. Typing
2. Duplicating
3. Letter writing
4. Recording information
5. Telephone procedures
6. Filing
7. Audiovisual Equipment Operation

Guidance Center Skills (a sample)

1. Collection and display of occupational information
2. Dissemination
3. Test terminology
4. Recording student data
5. Job application procedures
6. Follow-up procedures
7. Structured interviews with parents
8. Class scheduling
9. Coordination of visits of college representatives

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and the training staff. The similarity of guidance case studies to their own problems may raise questions which require assistance in resolving. Evaluation both in pre- and inservice training needs to be viewed as a supportive and self-oriented process in which ample opportunity is available for one-to-one relationship with the instructor, and ample opportunity is provided for repeated demonstration to show accomplishment.

Outline of Training Program.

A training program for support personnel might be divided into three major parts.

1. Human relations skills

2. Clerical and audiovisual skills
3. Guidance Center skills

(A specific description of each of these parts may be seen in Table 4.)

Human relations skills form a common denominator for all other skills included in the training program. The acquisition of the skills of listening, observing, and articulating does not suggest that support personnel act as lay therapists; however, neither does it encourage the notion that support personnel are to be utilized only in non-people guidance services. Guidance services are concerened with people and relationships among people. The training of support persons who were not at some level effective in relating to people would undermine rather than sustain its reason for existing. The atmosphere of a guidance center may be positively or negatively influenced by a secretary or other center personnel.

Basically, the support person at all levels must feel comfortable in speaking with others singly and in small groups. He should be able to listen attentively, ask open questions, respond to feelings, and be able to inform others about an idea or persuade others to take certain action as may be appropriate. Opportunity needs to be provided for practice, including assessment, and repeat practice of skills to be acquired. Audio and video tape recorders provide an important means of self-evaluation for the development and strengthening of communication skills and building self-confidence.

Clerical and audiovisual tasks formerly done by professionals or not done at all should be included in a training program specifically at the level I entry position. Surveys conducted by this Committee revealed that a majority of the support personnel employed were at times performing clerical duties. Support personnel are not to replace secretaries but the clerical skills identified in the sample proficiency checklist appear minimal for any person who might work in a support personnel or professional position in guidance departments.

The need for a flexible training program seems obvious here, since many trainees already have some clerical skills upon beginning the training program. Audiovisual skills are needed as modern educational technology provides numerous filmns, filmstrips, tapes, records, and data processing systems which may be used by individual students to acquire information on their own or with the help of the counselor.

Guidance Center Skills include a variety of knowledges and skills. Basic introduction to school organization, procedures, policies, relations with school staff, salary and fringe benefits, general civil service procedures,scheduling systems, student course changes, curriculum and impact of institutions on the individual would be included among the topics under this category. Also to be included would be such basic terminology as the Dictionary of Occupational Titles, percentile, aptitude, interest, stanine, etc. Innovations such as modular scheduling, ungraded classes, differentiated staffing, and data processing may need to be explained in order to help support personnel feel at ease in the school program.

Many support personnel trainees have not had recent experience or contact with schools. They need to be aware of the variety of controversial issues that are being discussed, should become aware of them, and begin to see how these issues and their resolution relate to their function in the school. Such issues include race relations, student dress codes, drugs, alcohol, self-directed learning.

Part of the training for guidance center activities would be guided by the particular level of tasks sought and by the school setting. The training model presented in this report is more compatible with short summer three to four week preservice training sessions for a particular level followed by a year of inservice supervision and training. Within three years an individual might attain level III if he started at level I.

Summary. The primary purpose of this section of the report has been to identify specific tasks to be performed by counseling and guidance support personnel and in so doing outline objectives of pre-employment and on-the-job training. The tasks of the support person have been organized into eleven areas according to three levels based upon relationship to (1) data, (2) people, (3) knowledge and (4) autonomy. The American School Counselor Association counselor role statement formed the basis for the eleven different areas of function. Under each one of these areas, tasks were enumerated and divided into three levels of responsibility. The specific tasks included in the report range from a single, tangible activity at level I through the more complex, two dimentional activities of level II, to level III in which the tasks are multi-faceted and involved with correlating several factors in a single activity.

Support personnel are extensions of the counseling and guidance program which has been developed in the school or similar setting. Activities at all levels are to be undertaken at the direction and supervision of the counselor while at the same time the level III support person may exercise limited supervision and some on-the-job training of level I and II support personnel.

Support personnel are not ends in themselves but assistants to the counselor. Because it is important that the counselor and support person work as a team, any pre-employment preparation should include joint training of support person and counselor in which both plan together the specific skills and knowledge necessary to fit the particular program and setting.

Unless the tasks and levels of responsibility for needed support personnel are spelled out clearly, the employment of such personnel will be met with indifference, charges of lack of preparation, defensiveness and confusion. A disabling ambiguity of role of support personnel will have an adverse effect on both support persons and the professional persons engaged in counseling and guidance.

The delineated tasks should be seen as an initial model upon which to expand and improve counseling and guidance services.

RECOMMENDATIONS ON RECRUITMENT AND SELECTION OF SUPPORT PERSONNEL.

The success of a support personnel program depends, in large part, on the persons selected for positions. At the same time, a school should take into account the community's response to its employment practices and make certain it is both equitable and open in its recruitment and selection policies.

1. Local needs and priorities should determine the nature of a support personnel program and the type of individual to be recruited. The following are illustrations: Support personnel to be used in working in the local community will differ in personal characteristics and in tasks from those used to assist in management of cumulative records. Similarly, differences can be seen if support personnel will be used to provide channels for alienated youth to approach the social system of the school, or to perform data processing and numerical computation tasks.

2. After carefully determining the needs and expectations for a given support person position, a job description can be developed and the criteria for the individual who performs the job can be identified. Such a job-focused formulation of selection criteria will help to preclude bias based on age, education, race, or sex.

3. Selection criteria can profitably serve to screen in rather than to screen out. In setting up criteria for support personnel, a focus on personal-social, affective factors is at least as important as intellectual capacity or academic achievement. The use of personality criteria will capitalize on special strengths and advantages which support personnel may offer to a guidance program.

4. Some agencies have recognized narrowness, even patronage, in their selection of support personnel. The democratic ideal would hold that a position be open to as large a pool of applicants as possible. In addition, unnecessary and restrictive employment requirements should be eliminated.

5. The female seems to be predominant as support personnel for counseling as well as for teaching. Over 90% of teacher aides (New York State Education Department, 1966) and 100% of the support personnel responding to this Committee's study (Salim, 1969) are women when nothing inherent in the work dictates this imbalance.

An examination of recruitment procedures and job conditions could reveal the problem: publicity, perhaps, is circulated only to school staff, the job is primarily secretarial, low pay, lack of tenure or advancement provisions--all are potential restrictions to male entry into the occupation.

6. Since a close matching and team relationship between counselor and support person is desirable, the counselor should be a part of the

employment interviewing and selection process. Even a trial employment period may be useful in determining the best personnel combination, since the counselor must also alter his own role and way of functioning.

7. Imaginative programming and reshaping of the entire guidance function may call for personnel who can do other things than merely perform the lower level routine functions now performed by many counselors. Schools should consider as support personnel those who can offer the unique advantages of cultural variance and special skills and understandings not traditionally included or able to be included in counselor preparation. Some counselees, for example, are sensitive to their difference in attitude or values, and prefer to work with someone who is "like them" in values or ethnic background or age. Support personnel who represent something more than, or even other than, the stereotypic image of school personnel, can profitably be used with such counselees in fulfilling the objectives of counseling and of the school.

Similarly, indigenous support personnel can offer unique community-oriented services: "selling" guidance (or the school) to the community, relating with alienated groups, representing community views and values to school personnel.

RECOMMENDATIONS REGARDING WORKING CONDITIONS, RELATIONSHIPS, AND SUPERVISION OF SUPPORT PERSONNEL.

The recommendations listed below are designed to maximize the development of support personnel in guidance. A gradually maturing pupil population in any school mandates a continually responsive professional staff and relevant educational programs. The support person must function as an integrated and developing component of the pupil-counselor-school configuration. Attention to working conditions, relationships, and supervision can facilitate the growth of support personnel and enhance their contribution to pupils, counselors, and other professional workers.

Working Conditions and Relationships.

1. In order for support personnel to function effectively in schools, they must perceive that counselors and others accept them as worthy members of the guidance team. Those environmental conditions which counselors feel are necessary for pupil growth should also be present for support personnel. As with all human beings, growth, productivity, and job satisfaction are critical interactive variables for support personnel.

Support personnel are anxious about their roles, functions and possible success in schools. Counselors and others are responsible for the creation, maintenance, and sharing of an authentic atmosphere in which support personnel feel that they are wanted. They should be able to use fully the guidance facilities; they should attend professional meetings and have membership in professional organizations; their collective negotiations should be as part of the counselor group.

2. Salary must be attractive and should be appropriate to the responsibilities and expectations of the job. It must also be attractive to principal wage earners. At this point there is probably too great a difference between the salaries of guidance professionals and their support staff.

3. Salary and promotional opportunities should be graded to recognize both years of service and varying levels of preparation and competence and responsibility. Other remuneration and incentive may also

be important: salary increases for college credits, release time for training, etc.

4. Job security is needed: civil service or union recognition, tenure provisions, grievance and appeal procedures, to name a few.

5. Adequate space and equipment are needed for support personnel.

6. It is important for the employing school to be attentive to the personal needs of support personnel themselves. Remedial reading, basic education leading to a school diploma, and perhaps medical and legal assistance for support personnel are important considerations. In addition, the ambiguity of the job, the demands of what may be a wholly new work atmosphere, the opening up of new career potentials and horizons, and the similarity of client problems to problems in their own lives, may cause discontinuity or dysfunction in support personnel. Counseling services can appropriately be made available.

7. The career ladder for support personnel should not include a professional position, counselor, at its top, in the Committee's opinion. This creates in the support person an expectation of continuous upward promotion which seems untenable at this time. Such a continuous subprofessional-professional ladder also ignores what may be crucial differences between the characteristics of personnel employed. There is a different career route for the professional, and it is not sequential from the support personnel ladder.

At the same time, the Committee recognizes that employment as a support person may provide important experiences and motivation which lead some individuals toward professional preparation. This upward movement and approach to the professional career ladder is encouraged in those who possess the appropriate qualities.

Supervision.

1. Immediate supervision should be provided by only one person, and that preferably the counselor. Task assignment, counseling and supportive assistance, and needed inservice training, are coordinated by if not provided by that one supervisor. Programs which utilize support personnel in a number of offices, such as a pupil personnel services aide who circulates among guidance, psychological, and social work professionals, may find it difficult to establish allegiance, and may be caught among several supervisors with conflicting expectations. Careful provision should be made to avoid such an unfortunate circumstance.

2. Periodic conferences should be held by the supervising counselor and support personnel. During these conferences, the counselor-support worker team can evaluate past activities, and prepare for future events based on guidance program needs and counselor-support person individuality. Supervisory conferences should focus on the needs of pupils, as interpreted by the guidance staff, and how the counselor-support personnel team might best facilitate the growth and development of youth. These opportunities for sharing perceptions can have a developmental effect on the counselor as well as on the support worker.

3. As with training, so too the employment and supervision of support personnel should guard against unplanned subversion of the support person's role or personal characteristics. It seems inappropriate to use support personnel for duties not specifically related to their guidance job. Likewise, if a support personnel program has been initiated in order to perform useful community-oriented bridging functions, the personal values, unique talents and community allegiance of support personnel should be carefully preserved and utilized.

4. The APGA role statement for support personnel suggests that support personnel may supervise clerical personnel. Since rivalries based on tenure and status considerations are possible in these situations, assignment of such responsibility must be judiciously handled.

CHAPTER 5

COMMITMENT TO THE FUTURE

NEED FOR EVALUATION.

Out of all the proposals and projects in various professional fields regarding support personnel there emerges a distinct need for evaluation. As with any new occupation, evidence must eventually be produced that there is worth in retaining it. This is especially true in the publicly financed sector where fiscal shortages are all too well known. So far there is only a small amount of outcome research on the use of support personnel, and these come from widely divergent types of program and applications of the support personnel concept.

In the guidance area, some assessment has been attempted (Cavins, undated; Leland and others, 1969; Muto, 1968; Salim and Vogan, 1968). By and large, however, these evaluations are impressionistic, being descriptions of what occurred or checklists of personal observations and reactions. No experimental research data are available. Furthermore, as yet no school guidance research on support personnel has focused on the effects on students themselves or on their reactions to the use of such personnel. Other studies in settings outside of the schools have sometimes produced results which indicated that support personnel (students or parents, for example) contributed beneficially to mental health services including counseling, and in some ways performed even better than the professionals. Guerney's (1969) compendium of research in the use of nonprofessionals, parents and teachers as mental health support personnel includes several studies conducted in schools, but none specifically in the guidance area. Carkhuff (1968) cites an impressive list of studies and projects documenting the use of personnel in counseling who have less than professional preparation.

What will be needed in the school guidance field is evidence that the introduction of support personnel not only maintains the present level of guidance functioning, but enhances its effect on students. With such evidence it then can become clear not only that support personnel are working competently, but that counselors are working even more competently than they have been able to up to now.

NEED FOR CONCEPTUALIZING.

The introduction of support personnel prompts a number of questions and issues. Some of these may best be dealt with by the profession at large, through the national American Personnel and Guidance Association. Others become the more specific charge of the Association for Counselor Education and Supervision. Still others, especially those involving the evolution of Counselor role, quite appropriately address themselves to the American School Counselor Association.

1. As support personnel are introduced, it becomes necessary to re-examine the traditional emphasis on counseling as solely the prerogative of the professional. What are the upper limits, for example, of support personnel functioning? As our knowledge of the specific aspects of the counseling process grows, rendering it science as well as art, the process can be divided into simpler parts many of which can be performed by support personnel. In a day when team relationships and the use of complementing skills and knowledge are urged, the pairing of the roles of support personnel and professionals in counseling must be studied and made more clear.

2. As support personnel are introduced, the implications of

Hobb's description of the third revolution in mental health (Hobbs, 1964) become clear. Perhaps the objectives of counseling can be reached in ways other than through the traditional, formal counseling process. An action-oriented community-related guidance program represents a significant departure from the one-to-one counseling model. The sources of personal gain lie in social action rather than in introspectiveness. The chief functions of guidance professionals in this type of program are case management, coordination of personnel, community liaison, and consultation.

3. The introduction of support personnel possibly confuses even further the role of the counselor and guidance specialist. To an already bewildering array of functions and responsibilities now are added the obligations of coordinating personnel activities, of contributing to the training of support personnel, and supervision of support personnel. Official role statements should be amended to reflect these changes at the very least.

4. Counselors must learn the philosophy and techniques of personnel management, training, and supervision. Present standards statements on the preparation of counselors should be amended to reflect attention to these responsibilities.

5. The current APGA role statement on support personnel does not distinguish types or levels of support personnel service for different settings. This Committee's own tasks-and-levels conceptualization is an effort to particularize the APGA statement to the school setting. How can groups representing other settings particularize the statement?

6. Several questions concerning training, both of support personnel and of counselors, arise. If, for example, it is possible to construct a career ladder from the entry-level support person to the

professional, does any training or experience gained as a support person "count" as credit toward professional standing? Are there knowledges or skills that may be acquired as a support person which might give advanced status to a person entering counselor preparation? If on-the-job supervision by counselors is expected as part of the training of support personnel, how can counselors best be integrated into the training programs of the external agencies which sponsor preparation programs? If an action-oriented, experimental, reality-focused, inductive training process is effective as claimed for support personnel, need the preparation of professional practitioners be substantially different? What effect should the emergence of support personnel have on the content and processes of counselor education?

7. Support personnel in guidance will need identification with an organization which can unify them and represent their viewpoints. Can APGA serve as this organization?

8. The Committee believes that an outside training agency can conduct support personnel preparation better than the employing school itself. There are two reasons for this: (a) an external agency, whose major function is to train, can provide the facilities, personnel, and planning time needed for effective conduct of training. Training activities are too easily foregone in an agency whose major function is service; and (b) training provided at an external agency is likely to offer generalizable skills and knowledges for horizontal or upward mobility. This provides a widening rather than a funneling experience for the individual support person.

In addition, the Committee proposes that the external agency already exists which can offer the desired support personnel training. Two-year colleges, in their emergent and flexible state and with available facilities, are a logical source of training programs for support personnel. They also possess wider recruitment resources and capability than local school districts. In addition, college credits for training can provide a sense of achievement, and credits are more readily transferrable from colleges than from local programs.

Guidance support personnel training can readily be incorporated into larger, more general training programs such as the human services occupations programs being instituted in many two-year colleges as part of the New Careers movement (Steinberg and Shatz, 1968). Such a plan both would be economically practicable and would reinforce the job mobility of the support person.

NEED FOR ACTION.

The introduction of support personnel prompts many possible recommendations. The professional organization should:

1. Encourage experimentation with training and implementation of support personnel in school guidance.

2. Conduct orientation workshops regionally and/or locally to acquaint guidance practitioners and their administrators with the concepts of support personnel, and to help them consider ways of implementing support personnel programs in their own districts.

3. Conduct or encourage development of continuing education programs and workshops to assist inservice counselors to restructure their roles; to learn to perform training and supervision functions; to learn to develop team relationships with support personnel; and to gain knowledge and experience in staff coordination.

4. Seek state-level legislation regarding the introduction, use, and recognition of support personnel as permanent members of the educa-

cational enterprise.

5. Establish regional advisory panels to assist school districts to develop and implement support personnel programs.

6. Assess the readiness of training institutions to provide programs based on accepted role statements regarding support personnel.

7. Stimulate outcome research on training programs and on support personnel implementation in schools.

CONCLUSION

The introduction of support personnel for the counselor cannot be viewed as a panacea. Such personnel will neither make poor counselors better, nor necessarily help counselors to reconstruct their roles or redistribute their energies, nor completely relieve the economic burdens on schools. As one effort, however, toward a partial solution to problems of money and manpower, and to questions of how to implement guidance objectives more effectively with students and communities, the support personnel concept offers fascinating possibilities.

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APPENDIXES

APPENDIX A

SUPPORT PERSONNEL FOR THE COUNSELOR: THEIR TECHNICAL AND NON-TECHNICAL ROLES AND PREPARATION
A STATEMENT OF POLICY

American Personnel and Guidance Association

November, 1966

Functions of the Counselor

The roles and duties of Support Personnel must be understood in relation to the Counselor, inasmuch as he is the professional person who provides both counseling and the leadership essential for effective service.[1] Counseling and leadership functions are professional in nature. That is, their effective performance requires the use of knowledge and skill acquired through intensive and extensive theoretical and applied preparation, and demonstrated competence. Formal knowledge and skill in influencing human behavior and in planning, executing, and evaluating are involved, as is accepting the responsibility for the consequences of the work performed under the Counselor's leadership. Because of this central role in the lives of other people, the Counselor mush adhere to a code of professional ethics.

The concept of Support Personnel for counseling implies a line relationship to the Counselor. In this context, Support Personnel does not refer to reciprocal lateral relationships between the Counselor and collaborating occupations, such as social workers, psychologists, physicians, or placement directors. Within any particular agency or organization, these would be staff, rather than line, relationships.

The Counseling Function. In performing the counseling function the Counselor works face-to-face with various individuals in dyadic and/or small group relationships. He has a sophisticated understanding of what he is doing and why. He is able to establish relationships of mutual positive regard and concomitant desire to communicate about matters of concern to counselees. He can understand counselees and the life situations in which they exist and can exercise expert judgment in the use of appropriate information and communication approaches and relationships for helping counselees understand themselves-in-situations better and to behave in ways appropriate to such understanding. The Counselor can also evaluate the counseling that he is doing and he accepts responsibility for its consequences.

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[1] It is redundant to refer to the "professional counselor," or to the "counselor performing professional functions," since to be a counselor is to belong to a profession. One may, of course, refer to a counselor performing technical and non-technical duties.

Leadership Functions. The Counselor's leadership functions involve working indirectly with counselees by seeking or providing consultative help with other persons. They also include the coordinating and supervision of the efforts of Support Personnel who facilitate counseling by performing various direct and indirect helping and/or supportive activities. Many of these activities are sometimes called guidance, and they may be performed by members of other occupations.

In all of these counseling, facilitative, consultative, and supervisory endeavors, the Counselor's major responsibility is to assist each counselee "....to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental need" and behavior.[2] Of necessity, this responsibility must be executed with appropriate consideration of the context of cultural and subcultural influences directly related to the various settings in which such individuals and/or groups are currently operating or may be expected to operate in the future.

The Rationale for Support Personnel for Counselors. It is the position of the Association that Support Personnel can enhance the work of the Counselor with such assistance as the counselees' needs and the work setting may require, provided that these Support Personnel perform their duties under the supervision of the Counselor. The concept of Support Personnel is not new. What is new is the systematic programming of such roles.

The appropriate use of Support Personnel will facilitate the professional work and effectiveness of the Counselor. Because of the work of Support Personnel, other demands upon the Counseler's time should no longer distract him from providing the counseling and leadership for which he is uniquely suited. The combined efforts of Support Personnel and Counselors should make the total endeavor more propitious and powerful.

It is the purpose of this document to identify the principles and concepts that undergird the roles and preparation of Support Personnel. There is no intention of providing detailed job descriptions for the work of Support Personnel. This document, however, should provide guidelines for the development of such job descriptions.

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[2] APGA. "The Counselor: Professional Preparation and Role." 1964

Distinctions between Support Personnel and Counselors

The activities of Support Personnel afford contrasts to the work of Counselors. Support activities are called technical and non-technical.[3] The term, technical, implies more rationalized processes based upon some formal academic preparation, whereas non-technical implies more informal and rule-of-thumb techniques that need not be acquired through academic preparation. Both terms also imply a range of credit or non-credit preparation that is appropriate to the technical activities to be performed.

In general, the activities of Support Personnel differ from professional work in any or all of several respects:

First, the work of a Counselor constitutes a whole that is greater than the sum of its parts. The work of Support Personnel tends toward the particular and is part of the larger whole only when viewed in conjunction with other functions and activities.

Second, the Counselor bases his performance on the use of relevant theory, authoritative knowledge of effective procedures, and his evaluation of the impact of his work. Support Personnel work is characterized by greater dependence upon intuitive judgment, little or no theoretical background, more limited preparation, and less comprehensive understanding of the total endeavor.

For example, the dissemination of information about occupational trends and the requirements of specific occupations will be qualitatively different activities when conducted by a Counselor than when conducted by Support Personnel. A Counselor will be able to select the particular kinds of information that are most appropriate for the counselee to use, to concern himself with what the information would mean to the counselee, and to work with him on the basis of what that information means to the counselee. A Support person, however, would be able to provide the counselee information recommended by the Counselor, and to see that it is readily available for use as needed.

Third, the Counselor performs the counseling function as described above, while Support Personnel perform important and necessary related activities that are parts of the overall service.

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[3] For present purposes, a logical grouping of activities or duties comprises a function. The pattern of these defines the job of a person, and the expectations held for the performance of such activities (functions) defines a role. Different jobs and occupational roles will result from differing combinations of functions or activities.

Fourth, in some instances funtions can be organized so that they are performed only by the Counselor; in other instances, the functions can be arranged so that Support Personnel may perform activities that help with his work. In either case, it is clearly the Counselor's responsibility to decide how these duties or tasks will be performed by qualified Support Personnel.

Fifth, career patterns must also be considered in delineating between the Counselor and Support Personnel. Support Personnel jobs may or may not be terminal. They are not stepping stones to the profession of Counselor without appropriate professional preparation.

Typical Activities of Support Personnel

The role of the Counselor is subtly but constantly changing, a fact that is characteristic of any dynamic profession. Since the definition of roles for Support Personnel is dependent on their relationship to the Counselor's role, it is inevitable that Support Personnel roles will change, too. Today, however, it is advisable to consider an analysis of the total complex of roles and responsibilities involved, in order to identify supporting activities or duties which may be performed satisfactorily by Support Personnel rather than by the Counselor. Such activities or duties are related to specific clusters, which may be called functions in the total complex of the professional role.

The performance of identified activities by Support Personnel will contribute to the work of the Counselor. Sometimes the tasks that support Counselors are assigned to persons who are not working in Support Personnel positions. The Counselor is nevertheless, responsible for the supervision of such supporting tasks. On other occasions, enough supporting activities can be logically related to constitute a full-time Support Personnel position.

Direct Helping Relationships. A number of Support Personnel activities involve direct person-to-person helping relationships, but they are not identical or equivalent to counseling as conducted by the Counselor. Prominent among these functions and activities would be the following.

1. Individual Interviewing Function:

   a. Secure information from an interviewee by means of a semi-structured or structured interview schedule. The information elicited would tend to be factual and limited in nature.

   b. Give information prepared in advance and approved by the Counselor for its appropriateness for the interviewee. Such information would usually be factual rather than interpretative.

   c. Explain the purposes and procedures of counseling in practical lay terms.

d. Engage the counselee in informal, casual, colloquial discussion as a means of putting him at ease and establishing an openness to counseling. Such a dyadic activity may be especially important when performed by an interviewer who is making initial contact with potential counselees who are hostile toward or apprehensive of counseling.

e. Provide informal follow-up support to a former counselee.

2. Small-Group Interviewing or Discussion Function:

   a. In structured groups with a largely preplanned program, guide discussions as a discussion leader.

   b. Describe staff and material available to the group, as an information resource person, or tell the group how and where to acquire needed resources.

   c. Act as recorder in a variety of small group discussion or counseling situations, under the supervision of the Counselor.

   d. Observe verbal and non-verbal interaction in groups, following predetermined cues and procedures for making observations.

   e. Participate in informal superficial social conversation in a small group of counselees to help put them at ease and to establish the beginning of helping relationships that may be provided by forthcoming counseling.

   f. Informally provide information and support to former counselees.

   g. Circulate among people who may be potential counselees and strive to develop attitudes of group cohesion and good orientation for educational and/or recreational ends.

Indirect Helping Relationships. Most of the activities of Support Personnel appear to involve providing help indirectly rather than directly to counselees, even though some of these activities do involve face-to-face relationships with counselees. Among the functions and activities may be these:

1. Information Gathering and Processing Function:

   a. Administer, score, and profile routine standardized tests and other appraisal instruments (non-clinical type).

   b. Obtain and maintain routine information on the scope and character of the world of work with current reference to employment trends, in accordance with instructions established by the Counselor.

   c. Contact various sources for needed records and related information relevant to counseling.

   d. Search for new sources of information about counselees and/or the environment under direction of the Counselor.

   e. Prepare educational, occupational, and personal-social information for visual-auditory verbal and graphic presentation or transmittal to others for use, in accordance with instructions established by the Counselor.

   f. Under the Counselor's supervision, search for new sources to which the counselee may be referred.

   g. Secure specific special information about former counselees upon request and under the supervision of the Counselor.

   h. Operate technical communications media involving printed and electronic processes of a visual-auditory nature for the counselee's benefit.

2. Referral Function:

   a. Initiate general contacts with specific referral agencies.

   b. Initiate contact for specific individuals with given referral agencies.

   c. Aid individuals in making proper contact with referral agencies.

3. Placement and Routine Follow-up Function:

   a. Through appropriate channels, establish and maintain working relationships with organized placement agencies in the community.

   b. Develop specific placement opportunities for individual cases not handled through cooperation with other placement agencies.

   c. Maintain continuous surveys of placement conditions and trends as requested by the Counselor.

   d. Search for new placement resources that may be useful to counselees.

   e. Secure follow-up information of a routine nature according to a general follow-up plan.

4. Program Planning and Management Function:

   a. Perform routine collecting and analytical statistical operations as a research assistant.

b. Procure and prepare supplies of materials of various sorts for the Counselor.

c. Prepare standardized reports of contacts with counselees, potential counselees, referral, placement, and follow-up agencies and persons.

d. Maintain appropriate personnel and information records for the Counselor.

e. Supervise and coordinate the activities of clerical or other skilled personnel under the general supervision of the Counselor.

The Preparation of Support Personnel

The preparation of Support Personnel will vary according to a number of factors. Among those that must be considered are the following:

1. People who wish to become Support Personnel must be selected for their potential ability to perform specific duties, and their suitability for working with counselees in particular settings. Selection must not be restricted to those who may be capable of earning advanced degrees. Such people will come from a wide variety of educational and experience backgrounds. It may be possible to find people who already possess the necessary competencies.

2. The duration of preparation for Support Personnel will be fairly brief compared to that of the Counselor, that is, a matter of weeks or months, compared to years. As a general rule, the preparation of technical Support Personnel will be more extensive than that of non-technical Support Personnel.

3. The activities to be learned may be rather concrete and specific. In those cases there need be relatively little instruction of a background, theoretical, or philosophical nature. There may be a necessary emphasis upon frequent practice or drill. The preparation must utilize field settings and/or laboratory simulations.

4. At least the final portions of a preparation program must involve opportunities to work under the field supervision of Counselors. There should be supervised preparation as members of a team of Support Personnel.

5. The staff for Support Personnel preparation programs should include experienced, highly successful Support Personnel, Counselors, and Counselor Educators.

6. **It would be advantageous to Support Personnel preparation programs and to Counselor Education programs, if they can be coordinated in terms of content, time, and physical proximity.**

_____for the P. P. S. Committee: **Emery Kennedy**
David Pritchard
Richard Rundquist
Wray Strowig

APPENDIX B

ENUMERATION OF TASKS FOR COUNSELING AND GUIDANCE SUPPORT PERSONNEL BY THREE LEVELS OF RESPONSIBILITY USING ASCA ROLE STATEMENT

1. Planning and Development of the Guidance Program Level 1

1. Check supplies of standard forms against the quantity required; order or call to the attention of the counselor or secretary.

2. Prepare letters of inquiry about materials and supplies as requested by the counselor.

3. Fill out routine orders for supplies for the counselor's approval.

4. File materials of various kinds for the counselor.

5. Prepare notices to teachers concerning dates of group testing and other guidance activities which may interrupt classes.

6. Type notes for counselor on conferences attended by the counselor or by support personnel.

2. Counseling Level 1

1. Type completed case summaries.

2. Check student free periods to schedule regular appointment for counselor.

3. Type reports of case conferences.

4. Schedule appointments, working around both student and counselor's free time. If it is necessary to see a student during class time, check with the teacher as to the most convenient time.

5. Obtain for the guidance office information requested by the counselor from the student's cumulative folder.

6. List achievement test results for the pupils whom the counselor sees; post on cumulative and/or guidance office records.

7. Distribute test data returned from scoring service to counselor and/or teachers.

8. Complete standardized reports of contacts with counselees.

3. Pupil Appraisal Level I

1. **Maintain a file of test booklets.**

2. **Check dates of large-group testing against school calendar to avoid scheduling conflicts.**

3. **Count and distribute test forms to teachers or to counselor.**

4. **Monitor test rooms.**

5. **Administer routine standardized tests and other appraisal instruments.**

6. **Test new students (transfers) on whom no test data is available.**

7. **Collect test answer sheets and pack them for mailing.**

8. **Collect re-usable test booklets, count them, and store them.**

9. **Post test results on permanent record cards.**

10. **Check all scores of tests as requested by the counselor to identify a particular population.**

11. **Complete standardized reports of contacts with potential counselees.**

4. Educational and Occupational Planning — Level I

1. Maintain a file of test booklets.

2. Prepare notices of meetings and prepare name cards.

3. Check with students re-applying to taking college boards and other such tests.

4. Tabulate student responses as to the occupations they would like to have more information about.

5. Remove from file of occupational literature all publications more than five years old. Give these materials to the counselor to evaluate.

6. Maintain a chart of post-high school plans for seniors: college acceptances, armed forces enlistments, jobs accepted.

7. Operate office and classroom equipment: typewriter, mimeograph, ditto, overhead projector, film strip and movie projector.

5. **Referral** **Level I**

1. Collect information from cumulative folder for case summaries.

6. Placement

1. Maintain a file of test booklets.
2. Count and distribute test forms to teachers or to counselor.
3. Distribute test data returned from scoring service to counselor and/or teachers.
4. Identify students who are in academic trouble and might benefit from summer school.
5. Send notices to students concerning summer school.

7. Parent Help

Level I

1. Prepare notices of meetings and prepare name cards.

2. Distribute a newsletter to parents.

3. Schedule for parents appointments with college, technical school, or business representatives.

8. Staff Consulting Level I

1. Use a library or check-out system to locate materials and supplies loaned to teachers.

2. Maintain a library of professional literature for the counselors, teachers, and students.

3. Prepare notices of meetings and prepare name cards.

4. Obtain for the guidance office information requested by the counselor from the student's cumulative folder.

5. Telephone school personnel and others to make appointments for the counselor.

6. Operate office and classroom equipment: typewriter, mimeograph, ditto, overhead projector, film strip and movie projector.

7. Count and distribute test forms to teachers or to counselor.

8. Distribute test data returned from scoring service to counselor and/or teachers.

9. Local Research

Level I

1. Prepare standardized reports of contacts with follow-up agencies and persons.

10. Public Relations Level I

1. In social contacts away from the guidance office, explain the functions of the guidance office to potential counselees and their parents.

2. Check dates of large-group testing against school calendar to avoid scheduling conflicts.

3. Operate audio-visual equipment.

4. Prepare notices of meetings and prepare name cards.

5. Act as guide, showing the facilities of the guidance office to visitors.

6. Assist the counselor by interpreting the community in which the school is located, its language and its customs.

11. General Level I

1. Be able to use typewriter, mimeograph, ditto machines.
2. File material of various kinds for the counselor.
3. Check packing slip against order on incoming supplies.
4. Procure and prepare supplies of materials of various sorts for the counselor.
5. Maintain a library of professional literature for the counselor and teachers.

1. Planning and Development of the Guidance Program Level II

1. Be familiar with peripheral equipment used in electronic data processing; for example, key punch, sorter.

2. Daily check the master calendar to identify the items to be included in the next day's notices. Prepare the notices and send them to main offices.

2. Counseling Level II

1. Act as recorder in a variety of small group discussion or counseling situations, under the supervision of the counselor.

2. Informally provide information and support to former counselees.

3. Give information prepared in advance and approved by the counselor for its appropriateness for the counselee. Such information would usually be factual rather than interpretive.

4. Provide to counselees and their parents factual explanations of testing terms. (Not interpretation).

5. Provide the counselor with objective notations about the students after meetings with students.

6. Tell students how and where to request needed resources.

3. Pupil Appraisal

Level II

1. Contact various sources for needed records and related information relevant to counseling, e. g. previous schools for transfer students.

2. Score routine standardized tests and other appraisal instruments.

3. Profile routine standardized tests and appraisal instruments.

4. Identify students (from records) whose school achievement and test records show discrepancies.

4. Educational and Occupational Planning Level II

1. Make surveys of student summer activities.

2. Secure follow-up information of a routine nature according to a general follow-up plan.

3. Maintain for the counselor a list or card file of companies which have hired former students, cross-indexed by occupation.

4. Obtain and maintain routine information on the scope and character of the world of work.

5. Prepare standardized reports and contacts with placement agencies and their personnel.

6. Search for new placement resources that may be useful to the counselor and to counselees.

7. Be able to use Dictionary of Occupational Titles (D.O.T.).

8. Maintain a library of vocational literature for counselees.

9. Establish schedule for providing necessary information to students about tests, e. g. college boards and national merit.
    - a) when and where to apply
    - b) sources of additional information
    - c) when and where tests will be administered
    - d) when and where to get test results

10. Describe staff and material available to group, as an information resource person.

11. Write letters of inquiry for audio-visual catalogs and materials.

12. Be responsible for film, filmstrip and recording libraries. Care of location.

5. Referral Level II

1. Fill out request forms for medical records.

2. Prepare standardized reports of contacts with referral agencies and persons in their employ.

3. Give information prepared in advance and approved by the counselor for its appropriateness for the interviewee. Such information would usually be factual rather than interpretive.

4. Search for new agencies which counselors may use for referral.

6. Placement Level II

1. Informally provide information and support to former counselees.

2. Search for new placement resources that may be useful to counselees.

3. Through appropriate channels, establish and maintain working relationships with organized placement agencies in the community.

4. Maintain for the counselor a list or card file of companies which have hired former students, cross-indexed by occupation.

7. Parent Help

Level II

1. Provide to counselees and their parents factual explanations of testing terms. (Not interpretation.)

2. Describe staff and materials available to a group, as an information resource person.

3. Tell parents how and where to request needed resources.

8. Staff Counseling Level II

1. Use a library or check-out system to locate film, filmstrip and recording materials.

2. Establish and maintain contact with staff members for referral purposes.

9. Local Research

Level III

1. Perform routine collecting and analytical statistical operations as a research assistant.

2. Secure follow-up information of a routine nature according to a general follow-up plan.

3. Become involved in the definition and continued development of the role of support personnel in the local guidance program.

10. Public Relations

Level II

1. Prepare regular newsletters to be distributed to students, teachers and other interested persons, regarding such items as announcements concerning tests, occupational information, interviews and other pertinent material.

11. General Level II

1. Write letters of inquiry for audio-visual catalogs and materials.

2. Direct students to appropate student personnel or reference material when student makes contact with guidance department seeking help.

3. Secure follow-up information of a routine nature according to a general follow-up plan.

4. Operate technical communications media involving printed and electronic processes of a visual-auditory nature for the counselee's benefit.

1. Planning and Development of the Guidance Program Level III

1. Supervise and coordinate the activities of clerical or other skilled personnel under the general supervision of the counselor.

2. Meet on a regular basis with clerical and other support personnel staff to inform them of new policy and procedures and solicit from them suggestions, and problems they are encountering in their work.

3. Discuss with counselors suggestions and problems brought up at regular meetings of support personnel staff. Help in establishing new policy or procedures where necessary.

4. Assign tasks to clerical or other skilled personnel according to their abilities.

5. Check typewritten work for errors before giving to counselor for approval.

2. Counseling Level III

1. Identify students taking part in small group discussions who are in need of counseling. Encourage such students to see counselor and make appointments if necessary.

2. Observe verbal and non-verbal interaction in groups, following predetermined cues and procedures for making observations.

3. Participate in informal superficial social conversation in a small group of counselees to help put them at ease and to establish the beginning of helping relationships that may be provided by forthcoming counseling.

4. Act as discussion leader in small group setting with approval and prior planning with the counselor.

5. Communicate to counselors the results of small group discussions.

6. Aid in improvement of personal appearance of students by using discussion techniques and/or audio-visual aids.

7. Engage the counselee in informal discussion as a means of putting him at ease and establishing an openness to counseling, especially for potential counselees who are hostile toward or apprehensive of counseling.

8. Be available to talk with students when the counselor is not immediately able to talk with them, and be able to direct them to immediate resources in emergency situations.

9. Make home visits to parents of problem students in order to identify environmental factors which might be contributing to the problems.

10. Make careful factual notes of home visits to parents of problem students. Avoid interpretation.

11. Keep records of follow-up support to former counselees, to be placed in student folder for counselor's use.

2. (Continued) **Level III**

12. **Provide informal follow-up support to a former counselee.**

13. **In extracurricular activities and informal student contacts, strive to develop among potential counselees positive attitudes toward the functions and facilities of the guidance office.**

3. Pupil Appraisal Level III

1. Secure information from an interviewee by means of a semi-structured or structured interview schedule. The information elicited would tend to be factual and limited in nature.

2. Search for new sources of information about counselees and their environment under supervision of the counselor.

4. Educational and Occupational Planning Level III

1. Plot college expectancy tables.
2. Interview college representatives, noting information for the counselor.
3. Assisting students to obtain information on financial aid.
4. During freshman orientation explain the role and functions of support personnel as part of the guidance program.
5. Contact various sources for needed records and related information relevant to counseling, e. g. previous schools for transfer students.
6. Obtain and maintain routing information on the scope and character of the world of work with current reference to employment trends, in accordance with instructions established by the counselor.
7. Make surveys of placement conditions and trends as requested by the counselor.
8. Through appropriate channels, establish and maintain working relationships with organized placement agencies in the community.
9. To check the authenticity of a specific piece of occupational information, contact persons currently employed in that occupation. (Possible sources: parents and friends.)
10. Telephone job sites and industries for the possibility of field trips. Discuss their preferred time for visitors, number of students who may attend, and procedures for making arrangements.
11. Develop specific placement opportunities for individual cases not handled through cooperation with other placement agencies.
12. Assist the students in preparing for jobs by using role playing techniques for job inquiries and interviews.

4. Educational and Occupational Planning (Continued) Level III

13. Assist the students in preparing job readiness in discussions covering these points:
    - a) application blanks
    - b) interviews
    - c) placing and answering ads
    - d) social security card.

14. Execute prepared follow-up of drop-outs and graduates.

5. Referral Level III

1. Prepare student information for specific referral agencies.
2. Aid individuals in making proper contact with referral agencies by collecting data for completion of forms.
3. Describe staff and material available to a group, as an information resource person, or tell the group how and where to acquire needed resources.

6. Placement

Level III

1. Conduct field placement evaluations using counselor-prepared evaluation forms.
2. Identify placements for students interested in work-study positions.
3. Identify through field visits problems in work-study placements and refer to the counselor.

7. Parent Help Level III

1. Describe college expectancy tables to parents.
2. Be available to talk with parents when the counselor is not immediately available to see them and be able to direct them to immediate resources in emergency situations.
3. Organize and compose material for parent newsletter subject to counselor's approval.
4. Explain the purposes and procedures of counseling in practical lay terms.
5. Inform parents of types of tests used in testing program from material prepared by school counselor.
6. Inform parents of occupational opportunities for their son or daughter.

8. Staff Consulting Level III

1. Be available to talk with teachers when counselor is not immediately available to see them; be able to direct them to immediate resources in emergency situations.

2. Distribute to teachers or other staff members reference materials by direction of the school counselor.

3. Inquire of teachers need for published material or films relating to mental health, learning, social pathology and career development.

4. Prepare a bibliography for teachers, under direction of counselor, of locally available materials for guidance related topics.

5. Prepare for staff distribution copies of recent articles on topics of concern or controversy.

6. Order for teachers materials, films, tapes, books related to guidance functions.

9. Local Research Level III

1. Become involved in the evaluation of contributions of support personnel to the objectives of the local guidance program.
2. Make a follow-up survey of drop-outs and graduates to complete their records.
3. Perform routine collecting and analytical statistical operations as a research assistant.
4. Assist counselor in making statistical analyses of test scores.
5. Establish expectancy tables for student achievement in school and projected success at various colleges commonly attended by students at this particular school.
6. Describe tests results to teachers and other staff.

10. Public Relations Level III

1. Prepare for the counselor's approval articles to be sent to the local newspapers.

2. Explain in practical lay terms the purpose and procedures involved in the services offered to the counselee.

3. Make arrangements with designated individuals to conduct seminars on particular occupational opportunities.

4. Identify in the community persons who might serve as career models for certain students identified by the school counselor.

5. Contact in the community persons identified by the school counselor who would come to the school or aid financially guidance inservice training or serve as resource person.

6. Contact former graduates to have them return to speak with present students about employment, technical school, or college.

11. General Level III

1. Plan and design regular bulletin board displays.

APPENDIX C

Sample Proficiency Checklist
For Guidance Support Personnel
Levels I and II

Name________________________________ Entry Date____________________

Address____

Clerical Skills — Checked by & date.

Level I

1. Type 30 words per minute.......................______
2. Cut and run stencil master.....................______
3. Cut and run ditto master.......................______
4. Operate calculating machine....................______
5. Operate stopwatch and timer....................______
6. Set up and maintain files......................______
7. Record and index information from catalogs.....______
8. Demonstrate standard telephone procedures......______

Level II

1. Operate peripheral data processing equipment
    a. Key punch..................................______
    b. Verifier...................................______
    c. Sorter.....................................______
2. Originate letters requesting information.......______

Audio-Visual Skills

Able to operate or demonstrate-

Level I

1. Language Master................................______
2. Tape recorders.................................______
3. Record player..................................______
4. Super 8mm cartridge projector..................______
5. Filmstrip/Slide projector......................______

Checked by
& date.

6. 16mm Sound Projectors (auto/manual)............... __________
7. Overhead projector.................................. __________
8. Filmstrip previewers................................ __________
9. "Carousel" slide projector.......................... __________
10. Splice an audio tape............................... __________

Level II

1. Operate Kodak Ektograph camera with copy stand and flash... __________
2. Mount an overhead transparency...................... __________
3. Prepare an overhead transparency.................... __________
4. Operate 8mm movie camera............................ __________
5. Produce 35mm slide presentation..................... __________
6. Develop 8mm movie clip.............................. __________
7. Splice 8mm movie film............................... __________

Guidance Center Skills

Level I

1. Prepare for administration of standardized tests.. __________
2. Assist in administration of group standardized inventories and tests............................... __________
3. Prepare announcements on information dissemination __________
4. Remove out-dated information from Occupation File. __________
5. Produce appropriate bulletin boards................. __________
6. Prepare for counselor's appointment with parents and students.. __________
7. Explain use of Dictionary of Occupational Titles.. __________
8. Locate information in occup./educ. files........... __________
9. Cumulative Folders
   a. Identify the general organization............... __________
   b. Demonstrate recording procedures................ __________
   c. Demonstrate routine checking folders for completeness.................................... __________
10. Able to complete application forms................ __________
11. Knowledge of policies and procedures of confidentiality of personal information.................. __________
12. Identify basic guidance reference sources......... __________
13. Order materials from catalogs..................... __________
14. Locate body of information in guidance center..... __________

Level II

1. Aid student in techniques used in developing original projects for the guidance center........ __________
2. Interview parents to collect structured information... __________

Checked by
& date.

3. Schedule preview and return of materials........ ____________
4. Establish files of materials for student use.... ____________
5. Prepare newsletters for students and faculty describing new materials or special events...... ____________
6. Direct work of student assistants............... ____________
7. Compute mean and median of test scores.......... ____________
8. Prepare scattergram of test data................ ____________
9. Act as recorder at group meetings............... ____________
10. Execute follow-up study procedures.............. ____________
11. Schedule college representatives' visits with students and parents............................ ____________
12. Score standardized group tests.................. ____________
13. Demonstrate knowledge of master schedule........ ____________
14. Maintain list of occupational positions of former students................................ ____________
15. Explain test terms such as: percentile, stanine, deciles................................ ____________

Developed for EPDA Support Personnel Training Program
Amherst-Pelham Regional Schools
Amherst, Massachusetts, Revised 1970.

APPENDIX D

BIBLIOGRAPHY ON THE USE OF SUPPORT PERSONNEL IN COUNSELING AND RELATED HUMAN HELPING SERVICES

Albee, G.W., *Mental Health Manpower Trends*. New York: Basic Books, 1959.

Albee, G.W., "American Psychology in the Sixties," *American Psychologist*, 1963, 18, 90-95.

> A discussion of trends in the forms of psychological practice, needs for personnel, changes of image, etc., which were expected during the decade of the sixties.

Allen, Robert F., S. Pilnick, S. Silverzweig, L. Turner and L. Jacobson, *The Elizabeth Project: An Approach to the Training of Nonprofessionals*. Washington, D.C.: 1967. Unpublished report presented at Conference on the Training of the Nonprofessional.

> Scientific Resources Incorporated trained indigenous non-professionals as Community Aides for adult education and other community projects in the community of Elizabeth, N.J. Evaluation indicates that training enhanced motivation and acquisition of skills, and provided new careers for these previously disadvantaged persons.

American Personnel and Guidance Association, *The Relationship of Short Term and Specialized Programs to the APGA Policy Statement, The Counselor: Professional Preparation and Role*. Washington, D.C.: The Association, 1964.

American School Counselor Association, *Statement of Policy for Secondary School Counselors*. Washington, D.C.: American Personnel and Guidance Association, 1964.

> This official document includes statements on professional identity, rationale, responsibilities, competencies, preparation, and environment of secondary school counselors. Guidelines for implementation are included.

APGA Executive Council, "Statement on CAUSE," *Personnel and Guidance Journal*, 1965, 44, 107-108.

> Position statement regarding conduct of the U.S. Department of Labor's program for training of assistants to counselors in Employment Service offices and Youth Opportunity Centers. Recommendations for future short-term training programs for such personnel.

APGA Professional Preparation and Standards Committee, "Support Personnel for the Counselor: Their Technical and Non-Technical Roles and Preparation," *Personnel and Guidance Journal*, 1967, 45, 857-861.

Official rationale for institutionalization of support personnel provides careful distinction between counselor and support personnel; defines support person as a member of the counseling team; aims to assist counselor through direct and indirect services to counselees. Preparation of support personnel is outlined.

Baker, Priscilla A., "Aides Stretch Manpower in Human Services," *Occupational Outlook Quarterly*, 1969, 13 (4), 20-23.

Review of various types of aide position which have appeared on the job market in recent years: welfare aide, recreation aide, outreach worker. General discussion of the position, including qualifications, pay, and outlook.

Berenson, B.G., R.R. Carkhuff, and P. Myrus, "The Interpersonal Functioning and Training of College Students," *Journal of Counselin Psychology*, 1966, 13, 441-446.

Report of an experiment conducted to assess change in levels of interpersonal functioning as a result of the use of volunteer college students. Trained vs. untrained students were compared as to effectiveness.

Bowman, G. and G.J. Klopf, *New Careers and Roles in the American* School. New York: Bank Street College of Education, 1968.

This report is based on observations of the demonstration programs conducted throughout the country utilizing support personnel in professional organizations and school systems. Major findings and recommendations are included. Implications derived from the study are discussed and a view to the task ahead is also presented.

Brager, George, "The Indigenous Worker: A New Approach to the Social Work Technician," *Social Work*, 1965, 10, 33-40.

The author discusses the involvement of urban slum dwellers as paraprofessionals in the Mobilization for Youth program in New York City. Three specific services are treated. Other areas of discussion include: the advantages of using urban slum dwellers as social work technicians, program objectives, cri-

teria for selection, style of the workers, relationships with professionals and other agencies, and an assessment of their effectiveness.

Briggs, D.L. "Convicted Felons as Innovators in a Social Development Project," in *Experiment in Culture Expansion*. Sacramento, California: California Department of Corrections, 1963, 83-90.

Brown, W.F., "Student-to-Student Counseling for Academic Adjustment," *Personnel and Guidance Journal*, 1965, 43, 811-817.

Report of a study conducted with freshman college students to determine the effect upon their academic achievement of counseling by upperclassmen. Freshmen earned significantly higher grades after counseling.

Bureau of Health Services, U.S. Department of Health, Education, and Welfare, *Training for the Auxiliary Worker*. Washington, D.C.: The Bureau, 1968.

The Bureau of Health Services has been training auxiliary health workers for many years. The booklet describes what each type of worker is allowed to do; an overview of the substantive content of the training, length,costs, and kinds of facilities and teaching staff needed.

Carkhuff,Robert, "Training in the Counseling and Therapeutic Processes: Requiem or Revielle?" *Journal of Counseling Psychology*, 1966, 13, 360-367.

The author claims that traditional counseling and clinical training programs are not as effective, in resultant benefit to clients, as are lay counselor training activities geared primarily to assisting trainees to become their facilitative selves.

Carkhuff, Robert R., "Differential Functioning of Lay and Professional Helpers," *Journal of Counseling Psychology*, 1968, 15, 117-126.

Evidence indicates that with or without training and/or supervision the clients of lay counselors do as well or better than the clients of professional counselors. Potential sources of these results are considered: trainee and training personnel, selection, training, and treatment procedures. Implications point toward professional training programs incorporating emphasis and training procedures in the acquisition of communicative skills. An excellent review of the field of support personnel.

Carkhuff, R.R., and C.E. Truax, "Lay Mental Health Counseling: The Effects of Lay Group Counseling," Journal of Consulting Psychology, 1965, 29, 426-432.

Compensatory Education Services. Unpublished paper. Pittsburgh, Pennsylvania: Pittsburgh Public Schools, 1966.

Cowen, Emory, "Nonprofessionals in Mental Health Roles," in Emory Cowen, Elmer Gardner, and Melvin Zax, Emergent Approaches to Mental Health Problems. New York: Appleton, 1967, 417-433.

> The author considers the potential functions of nonprofessionals, their selection, training, supervision, particular assets, possible changes in mental health services, and potential problems in the use of nonprofessionals.

Cowen, Emory, Louis Izzo, H.C. Miles, Earl Telschow, Mary Ann Trost, and Melvin Zax, "A Preventive Mental Health Program in the School Setting: Description and Evaluation," Journal of Psychology, 1963, 56, 307-356.

> Report of a project in the City of Rochester (New York) schools in which the traditional role of school social worker and psychologist were changed from working with a limited number of individual children to serving a larger segment through consulting with teachers and other school personnel and through employment of minimally trained but carefully selected and supervised paraprofessionals to work directly with children.

Cowen, Emory, Melvin Zax, and James Laird, " A College Student Volunteer Program in the Elementary School Setting," Community Mental Health Journal, 1966a, 2, 319-328.

> A college-student, after school, day-care volunteer program for primary grade children with manifest or incipient emotional problems is reported.

Cowen, Emory, Melvin Zax, Louis Izzo, and Mary Ann Trost, "Prevention of Emotional Disorders in the School Setting: A Further Investigation," Journal of Consulting Psychology, 1966b, 30, 381-387.

> This study was done with children in primary grades, and was designed primarily for early detection and prevention of emotional disorders. The use of indigenous lay personnel as classroom aides in preventative mental health is stressed. Implications for a community-based approach to mental health problems are considered.

Cruickshank, William M., and Norris G. Haring, *Assistants for Teachers of Exceptional Children*. Syracuse: Syracuse University Press, 1957.

> This report discusses the results of a project which had 11 teacher aides working in classrooms with exceptional children. Selection procedures, orientation, and inservice training are discussed. Total evaluation of the program showed the quality of the instruction improving. Teachers had more time for creative planning and could give more time to individual children.

Denham, W.H., E. Shatz, N.S. Felsenfeld, and J.R. Fishman, "High School Training for New Careers in Human Services," *National Elementary Principal*, 1967, 46, 22-28.

> This pioneer effort in public education introduced the new careers approach into an academic high school program. The project developed into an academic curriculum that was integrated with a program of work training in the human services; it was a program which was intended to be relevant and functional for contemporary, social and occupational needs of youth.

DiMichael, Salvatore, "Preparation of Rehabilitation Technicians in Community Colleges," *Rehabilitation Counseling Bulletin*, 1968, 12, 76-83.

> Rehabilitation manpower needs force consideration of counselor assistants. Pros and cons are reported. Consideration of two-year college trained technicians is given. Implications for change in counselor's own activities are considered.

Duhl, L.J., "The Psychiatric Evolution," in S.E. Goldston (ed.), *Concepts of Community Psychiatry, a Framework for Training*. Bethesda, Maryland: U.S. Department of Health, Education, and Welfare, Public Health Service Bulletin No. 1429, 1965, 19-32.

> Duhl focuses attention on a series of questions pertaining to utilization of non-professional and professional manpower in mental health operation. He deals with the needs of non-professionals and then extends his concerns to the new roles and functions demanded of current mental health professionals.

Educational and Cultural Center Serving Onondaga and Oswego Counties, *Staff Developemnt Program: Semiprofessional Project Phase*. Syracuse, New York: The Center, undated.

> ECCO, in a brief statement, indicates the outlines of its Semiprofessional Training Project, which included several aides serving in guidance programs in schools.

The transition of the relatively isolated training of support personnel to a program of team training, in which professional and subprofessional participate together, is discussed.

Ehrle, Raymond A., "Cause for Confusion," *Counselor Education and Supervision*, 1966, 5, 107-109.

Discussion of contradictory and ambiguous statements regarding the U.S. Department of Labor's CAUSE program which have appeared in various journals.

English, Fenwick, "Questions and Answers on Differentiated Staffing," *Today's Education*, 1969, March, 53-55.

Fish, Gary, *The Use of Support Personnel: Implications for the Counseling Profession*. Unpublished Master's thesis, University of Rochester, 1969.

Persons considering support personnel in guidance can profitably examine recent activities in mental health and teaching, both of which have preceded guidance in their use of auxiliaries. Fish's paper is an interdisciplinary review of projects, researches, and discursive literature; it draws a lengthy series of implications and recommendations for school guidance in its use of support personnel.

Fisher, John K., "Subprofessionals in Pupil Personnel Services," *Bulletin of the National Association of Secondary School Principals*, 1968, 52, 49-57.

Fisher indicates general needs and trends in education and suggests that counselor aide duties be described; presents rationale and recommendations for use of counselor aides; supports APGA recommendations.

Fishman, J.R., W.L. Klein, B.W. MacLennan, L. Mitchell, A. Pearl, and W. Walker. *Training for New Careers*. Washington, D.C.: President's Committee on Juvenile Delinquency and Youth Crime, 1965.

A program developed at Howard University focused on group training and placement of youth for New Careers in Human Services; combines rehabilitation, vocational education and supervised work experience leading to realistic career expectations.

Fredrickson, Ronald H., *Support Personnel for School Counselors: Role Analysis by Tasks and Levels of Responsibility*. Unpublished mimeo.

Amherst: University of Massachusetts, 1969.

> This statement is a first edition of the 1970 statement on role and training prepared by the ACES Committee on Support Personnel. It was outlined in a program at the 1969 APGA convention, and had its pilot test in an EPDA training program in Massachusetts in 1969.

Gartner, Alan, and Frank Riessman, "Paraprofessionals, Their Organization, and the Unions," *Social Policy*, 1968, No. 3 (September).

Goldman, Leo, "Help for the Counselor," *Bulletin of the National Association of Secondary School Principals*, 1967, 51, 48-53.

> Goldman drew up for discussion purposes suggestions for the job description for one kind of helper, a Guidance Information Technician. His support personnel ideas in many ways adopt the principles suggested in the 1966 APGA role statement. His support person usually deals with information, but in all cases is guided by the specific directions of the supervising counselor.

Gordon, Jesse, "The Concern for CAUSE," *Counselor Education and Supervision*, 1965, 4, 131-141.

> Gordon responds to Odgers' article ("Cause for Concern"); he attempts to refute statements made by Odgers and clarify his own position.

Gordon, Jesse, "Project CAUSE, The Federal Anti-Poverty Program, and Some Implications of Subprofessional Training," *American Psychologist*, 1965, 20, 334-343.

> This is a provocative article citing the magnitude of the problem of unemployed yourth, criticizing the preparation of counselors to cope with it, and suggesting the need for subprofessionals.

Grosser, Charles, "Local Residents as Mediators Between Middle-Class Professional Workers and Lower-Class Clients," *Social Service Review*, 1966, 40, 56-63.

> The differences between professionals and indigenous workers involved in the Mobilization for Youth Program in New York City constitute the basis for this study. Descriptive outcome data are provided. Questions raised about indigenous workers were concerned with the performance, upward mobile tendencies, and effects of the MFY program on indigenous personnel.

Grosser, Charles, "The Role of the Nonprofessional in the Manpower Development Programs," in William Amos and Jean Grambs (eds), Counseling the Disadvantaged Youth. Englewood Cliffs, New Jersey: Prentice-Hall 1968, 291-320.

This report describes findings from a comprehensive review of reports from MDTA-sponsored youth training programs and other MDTA programs. Most were in large cities, directed at antipoverty efforts and had social-work tones. Grosser believes that many of his findings are applicable to the nonprofessional in general.

Guerney, Bernard, "Filial Therapy: Description and Rationale," Journal of Consulting Psychology, 1964, 28, 304-310.

Report of a study involving training of parents to conduct play sessions with their emotionally disturbed young children.

Guerney, Bernard (ed.), Psycholtherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers. New York: Holt, 1969.

A book of readings that presents the reader with some of the historical developments and factual considerations which underlie the strategy of using the nonprofessional. The selections have been drawn from a wide variety of journals as well as from papers recently presented at professional meetings. An excellent interdisciplinary resource.

Gust, Tim, "Support Personnel vs. The Counselor," Counselor Education and Supervision, 1968, 7, 152-153.

Gust indicates that counselor educators have chief responsibility in determining roles of support personnel. He asserts that hiring schools and agencies cannot be expected to differentiate roles and functions. Hasty introduction of support personnel may cause difficulty. Counseling should remain the counselor's function alone.

Hansen, D.A. "Functions and Effects of Subprofessionals in Counseling." In John McGowan (ed.) Counselor Development in American Society, Washington, D.C.: U.S. Department of Labor and U.S. Office of Education, 1965, 211-233.

Hansen, a sociologist, believes that professional boundaries, social goals and the actual significance of counseling are disputed by counselors themselves and ignored by the public. He feels that if support personnel are utilized, they will undoubtedly engage in counseling. He advocates that counselors be aware of ways that this can occur.

Harlog, J., "Non-Professionals as Mental Health Consultants." Hospital and Community Psychiatry, 1967, 18, 223-225.

Harvey, L.V., "The Use of Nonprofessional Auxiliary Counselors in Staffing a Counseling Service," Journal of Counseling Psychology, 1964, 11, 348-351.

Nonprofessional volunteers provide marriage counseling services and succeed in as many cases as professionals,

Hill, George E. "The CAUSE Debate--Comments on the Odgers-Gordon Articles," Counselor Education and Supervision, 1965, 4, 142-143.

An attempt to bring perspective to the heated debate regarding the CAUSE training project of the U.S. Department of Labor.

Hobbs, Nicholas, "Mental Health's Third Revolution," American Journal of Orthopsychiatry, 1964, 34, 822-833.

A seminal discussion of new trends in mental health. Focuses on community-oriented and preventative philosophy and practice.

Holzberg, Jules, Robert Knapp, and John Turner, "College Students as Companions to the Mentally Ill." In Emory Cowen, Elmer Gardner, and Melvin Zax, Emergent Approaches to Mental Health Problems. New York: Appleton, 1967, 91-109.

The report describes Project Companion, a cooperative program between several Connecticut colleges, universities, and mental hospitals. College students become the friends and companions of chronic mental patients. The early history of the program, student-patient activities, patient selection, characteristics of students, effects on patients, effects on students, evaluations and conclusions are presented.

Institute for Youth Studies of Howard University. Training Non-Professional Workers for Human Services: A Manual of Organization and Process. Washington, D.C.: Howard University, 1966.

Johnson, Richard, and Richard Cross, "CAUSE Trainees--One Year Later," Counselor Education and Supervision, 1967, 6, 97-101.

Follow-up study of CAUSE students trained at University of North Dakota during summer of 1964. Findings reveal that a majority of former trainees were either employed or receiving additional training, and the remaining trainees desired employment in counseling or related work. Most

trainees were satisfied with their jobs, and the training had been satisfying. Neither the "best" nor the "worst" trainees had been hired by State Employment Services.

Kackowski, Henry, "External Agencies," Counselor Education and Supervision, 1965, 5, 109-111.

A discussion of the U.S. Department of Labor's CAUSE project as it raised the issue of the role of external agencies in structuring the affairs of a university.

Klein, William L., "The Training of Human Service Aides." In Emory Cowen, Elmer Gardner, and Melvin Zax, Emergent Approaches to Mental Health Problems. New York: Appleton, 1967, 144-161.

The training of disadvantaged school dropouts for paraprofessional jobs in community mental health agencies in Washington, D.C. is described. The training program consists of: (1) core group, including training in basic human service skills; (2) specialized skill instruction; and (3) immediate on-the-job experience. Objectives, reactions, and implications of this program, particularly as they are related to "...intervention into ongoing problems of manpower, patterning of services, and therapeutic effectiveness," are dealt with throughout.

Klein, W.L., W.Walker, M. Levine, and B.W. MacLennan, Leadership in the Training of Human Service Aides. Washington, D.C.: Institute for Youth Studies of Howard University, 1966.

Klopf, Gordon, New Partners in the American School: A Study of Auxiliary Personnel in Education. New York: Bank Street College of Education for the Office of Economic Opportunity, 1967.

Kranz, H., "A Crash Program to Aid Disadvantaged Youth," Guidepost, 1964, 6 (August), 3-6.

Kranz explains the newly introduced U.S. Department of Labor CAUSE program designed to train counselor assistants in the U.S. Employment Service Offices and Youth Opportunity Centers.

Leland, Arthur, and others, Training Program for Support Personnel in Resource Centers and Guidance Offices, Interim Report--October, 1969. Amherst, Massachusetts: Amherst-Pelham Regional Schools, 1969.

A report of an EPDA-funded training project after its first phase which included summer training and initial job experiences by support personnel. Two additional years of training are expected for those support persons who qualify.

Levine, Louis, "Implications of the Anti-Poverty Program for Education and Employment," *Vocational Guidance Quarterly*, 1965, 14, 8-15.

> How to increase the employability of disadvantaged youth is the main focus of this article. Recent legislation and related programs (1964) provide an unusual opportunity to take a fresh look at how past practices and beliefs have failed to meet these youth's needs. Implications for improved services stemming from the Anti-Poverty program are discussed.

Lynton, Edith, *The Subprofessional: From Concepts to Careers*. New York: National Committee on Employment of Youth, 1967.

MacLennan, Beryce W., "New Careers as Human Service Aides," *Children*, 1966, 13, 190-194.

> MacLennan describes an experimental program undertaken by Howard University in which 10 socially disadvantaged youth were trained as aides for the schools; discusses findings that while education and training were important, the immediate job and career line were crucial to success.

MacLennan, B.W., W.L. Klein, A. Pearl, and J.R. Fishman, "Training for New Careers," *Community Mental Health Journal*, 1966, 2, 135-141.

> This paper is concerned with the training requirements for development of new subprofessional roles in human services fields which socially deprived youth can be expected to perform.

McGowan, John F. (ed.), *Counselor Development in American Society*. Washington, D.C.: U.S. Department of Labor and U.S. Office of Education, 1965.

> This report consists of papers presented at a conference conducted in Washington June 2 and 3, 1965, on government and university relations in the professional preparation and employment of counselors. The papers by Hitchcock, Stripling, Feingold, Hansen, and Wrenn are particularly appropriate reading for consideration of support personnel, and counselor supply and demand.

Magoon, Thomas M. and Stuard E. Golann, "Nontraditionally Trained Women as Mental Health Counselors/Psychotherapists," *Personnel and* Guidance Journal, 1966, 44, 788-793.

A study in which it is found that mature, bright, socially sensitive women whose children are in school provide creditable counseling and psychotherapy in mental health agencies.

Mendel, W.M. and S. Rapport, "Outpatient Treatment for Chronic Schizophrenic Patients: Therapeutic Consequences of an Existential View," Archives of General Psychiatry, 1963, 8, 190-196.

Merrill, Barbara, Some Suggestions for the Use of Support Personnel in Counseling. Unpublished paper. Rochester, New York: Monroe Community College, 1969.

Merrill is director of a new Human Services training program at Monroe Community College in Rochester, New York. Her brief paper focuses especially on capitalizing on the talents of trainees both in development of a training program and in their use on the job. It presses also for a career ladder. Arguments are advanced for two-year colleges to be a logical training resource for support personnel.

Merrill, Barbara, Gary Fish, David Zimpfer, and Mitchell Salim, The Paraprofessional in Guidance: Findings, Issues, and Implications. Albany, New York: New York State Personnel and Guidance Association, 1970.

A discussion paper presented as a basis for action to be taken by the state level guidance and personnel association. The special task force which developed the paper viewed guidance and counseling literature in the areas of recruitment and selection, training, role and functions, working conditions and relationships. Recommendations are offered.

Muto, Nick, Semiprofessional Training Project. Unpublished mimeo. Camillus, New York: West Genesee Central School, 1968.

Progress report and continuation proposal on the efforts of a Title III training project for school support personnel. Teacher aides, library aides, and guidance aides are included.

National Conference on Paraprofessional Career Advancement and Pupil Learning, Garland Junior College. Descriptions of Paraprofessional Programs in Education Printed in Proceedings. Washington, D.C.: The Conference, 1969.

A report on a summer training program working with 60% of trainees that were from lower socio-economic backgrounds. Candidates were selected on basis of motivation and interest in working with children and an expressed desire to become involved in community problems.

Their aim, because of the program's success, is to increase the number of candidates in the program who actually come from indigenous neighborhoods.

National Conference on Paraprofessional Career Advancement and Pupil Learning, Highland Park Free School. *Descriptions of Paraprofessional Programs in Education*. Printed in Proceedings. Washington, D.C.: The Conference, 1969.

A unique program developed in cooperation with three universities in Boston. The teacher aide becomes the community teacher who works with parents and community groups in addition to classroom activities. The aide is hired for twelve months and attends college in summer, working toward new kind of certification.

Nerenberg, Beverly, and others, *Directory of Institutions of Higher Learning Offering Training Programs for Auxiliary Personnel in Education*. New York: Bank Street College of Education for the U.S. Office of Education, 1969.

New York State Education Department, Division of Pupil Personnel Services, *Guidelines for Career Development of Auxiliary Personnel in Pupil Personnel Services*. Unpublished mimeo. Albany, New York: The Department, 1969.

This proposal for statewide guidelines toward development of support personnel for all of the pupil personnel services was directed to school personnel in New York State in late 1969. It contains a set of basic assumptions, a definition of auxiliaries, and suggestions for implementation in school programs. A suggested outline of tasks for three levels of auxiliary is also presented.

New York State Education Department, *Proceedings of a Work Conference for Auxiliary Personnel in Education*. Unpublished ditto. Albany: The Department, January, 1968.

Early thoughts of a Task Force Group on Counseling: Paraprofessional should not replace counselor; should add an additional strength to the counseling process; must be an integral part of the school program. Inservice training highly recommended for support person and counselor together. Support personnel are part of the counseling team. Training shouldn't be so intensive that support person loses his sensitivity and community relationships.

Nichols, R.S. "The Influence of Economic and Administrative Factors on the Type and Quality of Care Given to Persons with Psychological Disease," *Working Papers in Community Mental Health*, 1963, 1, 1-34.

Odgers, John C. "Cause for Concern," Counselor Education and Supervision, 1964, 4, 17-20.

Odgers is concerned with the minimal training given to vocational counselor aides in the U.S. Department of Labor's CAUSE program. He also deals with the controversy within APGA over the status and qualifications of nonprofessionals.

Onondaga Community College, Semiprofessional Training Project. Unpublished ditto. Syracuse, New York: The College, 1967.

A brief statement of recommendations for those who will teach support personnel.

Oregon State University, An Institute to Prepare Support Personnel to Assist the Counselor in Disadvantaged Elementary and Secondary Schools. Unpublished program prospectus. Corvallis: The University, 1969.

Outline of purposes and activities for a six-week intensive summer training program for counselor support personnel, funded by EPDA.

Patterson, Cecil H., "Subprofessional Functions and Short-term Training," Counselor Education and Supervision, 1965, 4, 144-146.

Patterson suggests caution in the face of increased demand for counselors. Profession will receive a disservice by perpetuating low standards for counselors. There is precedent for establishing support personnel. Preparation will not be identical to counselor training. Support personnel selected will be different than those entering counseling. Roles and functions must be delineated.

Pearl, Arthur and Frank Riessman. New Careers for the Poor: The Nonprofessional in Human Services. New York: The Free Press, 1965.

Poser, E.G., "The Effect of Therapist Training on Group Therapeutic Outcome," Journal of Consulting Psychology, 1966, 30, 283-289.

The outcome of group therapy for psychotic patients was used as the dependent variable in assessing the comparative efficacy of trained and untrained therapists. Undergraduate students with no training or experience in psychotherapy achieved slightly better results than professionals during group therapy with similar patients. Caution was urged in extending the implications of these results beyond group therapy with schizophrenic patients.

Reiff, R. and F. Riessman, " The Indigenous Nonprofessional: A Strategy of Change in Community Action and Community Mental Health Programs," Community Mental Health Journal, 1965, Monograph No. 1.

> This monograph discusses new career concept and model: careers vs. jobs, costs of new careers programs, use of anti-poverty strategy in new careers programs (providing jobs for unemployed), effect of the new careers model on civil rights, and as a catalyst for change. Includes recommendations and training ideas.

Richan, William C. "A Theoretical Scheme for Determining Roles of Professional and Nonprofessional Personnel," Social Work. 1961, 6, 22-28.

> Richan presents one approach to the question of how best to use graduate social workers and other agency personnel. He explores why we need professional service required and to what extent are there alternatives such as support personnel in the service situation.

Riessman, Frank, "The 'Helper' Therapy Principle," Social Work, 1965, 10, 27-32.

> Riessman urges the reader to realize that early research indicates that self improvement is taking place in people who are giving help to others as well as in those being treated. As nonprofessionals benefit from their new helping roles, they may in turn become more effective workers and thus provide more help to others at a new level.

Riessman, Frank, "Strategies and Suggestions for Training Non-Professionals," Community Mental Health Journal, 1967, 3, 103-110.

Riessman, Frank, and Hermine Popper (eds.), Up From Poverty: New Career Ladders for Nonprofessionals. New York: Harper and Row, 1968.

> The New Careers movement, whose intention is the modern extension of opportunity to all Americans, is described. The authors' thesis is that the potential for learning never ceases, and failure is not irreversible. Today's revolution must be more than a redistribution of power. Programs based on group action must help individuals to realize their own power, responsibility, and potential for making their own life decisions.

Rioch, M.J., C. Elkes, and A. Flint, A National Institute of Mental Health Pilot Project in Training Mental Health Counselors. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Public Health Service, 1965.

Many professionals in the mental health field recognize the ability of nontraditional workers with relatively little training to produce good therapeutic results. Our present system seems slow to use fully new resources whose effectiveness has been demonstrated.

Rosenbaum, Milton, "Some Comments on the Use of Untrained Therapists," Journal of Consulting Psychology, 1966, 30, 292-294.

Discussion of "helping" capacity of college students working with groups of mental patients. Distinction is made between "support" and "change" as goals of therapy.

Salim, Mitchell and H. Jayne Vogan, "Selection, Training and Functions of Support Personnel in Guidance: The Counselor Assistant Project," Counselor Education and Supervision, 1968, 7, 227-236.

A Developmental Counseling Project involving three suburban school districts in the Rochester (New York) area. This project was concerned with helping counselors and significant others in the school setting with the identification of guidance program goals, current status of programs, program needs, and an awareness of some of the avenues for improving services.

Sanders, Richard, "New Manpower for Mental Hospital Service." In Emory Cowen, Elmer Gardner, and Melvin Zax, Emergent Approaches to Mental Health Problems. New York: Appleton, 1967. 128-143.

A Mental Health Worker Training Program in Pennsylvania is discussed. College graduates are trained for entry into lower level psychological services, to help meet the shortage of professional manpower in mental health services. The report includes a description of socio-environmental therapy, a training program based on socio-environmental therapy, evaluation of the program, career opportunities for the new personnel, and problems in training new mental health personnel.

Sanders, R., B. Weinman, B. Smith, R. Smith, A. Kenny, and B. Fitzgerald, "Social Treatment of the Male Chronic Mental Patient," Journal of Nervous Mental Disorders, 1962, 134, 244-255.

Schantz, LeRoy, and John F. McGowan, "Upgrading Employment Service Counselors in Missouri," Vocational Guidance Quarterly, 1965, 13, 169-175.

Discusses the need for and development of a program for professional training of Employment Service counselors. A first level, Counselor Intern, is suggested as an entry position.

Schlossberg, Nancy K., "Subprofessionals--To Be Or Not To Be," *Counselor Education and Supervision*, 1967, 6, 108-113.

The use of subprofessionals is encouraged as a way to make new careers available to the poor while simultaneously improving guidance programs themselves. Illustrations of ongoing school programs are provided.

Spiegel, P.K., and D.E. Spiegel, "Perceived Helpfulness of Others As a Function of Compatible Intelligence Levels," *Journal of Counseling Psychology*, 1967, 14, 61-62.

Data gathered from discharged mental patients show that patients of higher intelligence and sophistication considered themselves helped by the more professional members of the staff; those less sophisticated perceived aides and other patients as more helpful.

Steinberg, S.S. and E.O. Shatz, "Junior Colleges and the New Careers Program," *Junior College Journal*, 1968, 38, 12-17.

Steinberg offers overview of new-careers type human services programs in junior colleges including objectives; suggests need for developing inservice cooperative programs; includes new careers model, and its components, what junior colleges are doing in relation to new careers, role of the junior colleges in this area and a look toward the future.

Strowig, R. Wray, "Prospects for Use of Support Personnel in Counseling," *Guidepost*, 1968, 11 (October), 5-6.

Study of Services to Deal with Poverty in Detroit, Michigan. New York: Greenleigh Associates, March 1965.

Technical Support Function in Counseling: An Experiment. Unpublished mimeo. Minneapolis, Minnesota: Minneapolis Public Schools, September, 1966.

Tipple, Dorothy, "New Horizons in School Nursing," *Journal of the New York School Nurse Teacher*, 1969 (Fall), 11-14.

U.S. Department of Labor. *Report of the Interagency Task Force on Counseling*. Washington, D.C.: The Department, 1967.

A report attempting to determine the kinds and number of counseling and related personnel existing and needed in public programs; to examine the adequacy of existing patterns of selection, preparation, and utilization; and to develop plans for preparation of sufficient numbers of trained personnel in counseling programs.

U.S. Office of Economic Opportunity, The Non-Professional in the Educational System. Washington, D.C.: The Office, 1966.

Wahler, R.G., G.H. Winkel, R.F. Peterson, and D.C. Morrison, "Mothers as Behavior Therapists for Their Own Children," Behavior Research and Therapy, 1965, 3, 113-124.

An explanation and discussion of an attempt to modify the behavior of children by producing specific changes in the behavior of their mothers.

Warnath, Charles F., Recommended Roles for Counseling Psychologists in the Development of Counseling Support Personnel. Paper presented at APA Convention, Washington, D.C., September, 1967.

Warnath, speaking to psychologists, urges them to commit themselves by making significant contributions to the preparation of counselor support personnel. Rigid specifications of job duties and role definition can result in the actual limitation of service to the counselee.

West Virginia State Department of Education. Auxiliary Personnel. Charleston: The Department, 1967.

Zax, Melvin, and Emory Cowen, "Early Identification and Prevention of Emotional Disturbance in a Public School." In Emory Cowen, Elmer Gardner, and Melvin Zax, Emergent Approaches to Mental Health Problems. New York: Appleton, 1967, 331-351.

The results of a two-year program for the early identification and prevention of emotional disturbance in an urban primary school are provided. Detection measures and methods used by the mental health clinical services team are outlined. Preventative features included a Teacher Aide program using indigenous community mothers and an After School program staffed with undergraduate university students.

Zax, M., E.L. Cowen, L.D. Izzo, A.J. Madonia, J. Merenda, and M.A. Trost, "A Teacher Aide Program for Preventing Emotional Disturbance in Young School Children," Mental Hygiene, 1966, 50, 406-415.

A college student, afterschool, day-care volunteer program for primary grade children with manifest or incipient emotional problems is reported. Attitudes differentiating volunteers from nonvolunteers and changes in volunteer attitudes following participation in the program are identified. A description of the program itself, including objective process data and evaluation of outcomes. Interrelations among various process measures, among the several outcome measures, and finally between process and outcome measures are summarized.

Zunker, Vernon G. and William F. Brown, "Comparative Effectiveness of Student and Professional Counselors," Personnel and Guidance Journal, 1966, 44, 738-743.

A report showing that, in helping beginning freshman toward academic adjustment, student counselors were as effective as professional counselors on all criteria. Carefully selected, trained, and supervised student counselors provide a practical addition to a guidance program.

APPENDIX E

SCHOOL DISTRICTS CURRENTLY EMPLOYING SUPPORT PERSONNEL IN GUIDANCE

This list represents all those school districts nationwide which the Committee understands actually employ support personnel in guidance as of January, 1970. As was seen in the Salim survey in the main text, the use and training of support personnel varies widely among school districts. The criteria for inclusion here were: (1) the support person is designated by assignment and by title to function in the guidance program, and (2) the individual performs at least some of the functions or activities enumerated in the APGA role statement on support personnel.

The listing is intended to be complete, and is based on as thorough a nationwide search as funds would permit. It is possible, however--even likely--that some school district employers of guidance support personnel have not been included. The Committee regrets the absence of such information and expresses its apology in advance to personnel in these districts.

The Committee would appreciate receiving names and addresses of employing school districts to add to its list. Locally produced guidelines on support personnel, job descriptions, reports or other materials will also be welcomed. Correspondence may be directed to the Chairman.

District	Contact Person	Address	Number of Support Personnel
Highland Park-Deerfield High School District #113	Mrs. Martha Jo Mathews	1040 Park Avenue Highland Park, Illinois 60035	2
Rockdale County Public Schools	Dr. G. Franklin Shumake	Conyers, Georgia 30207	2
Worcester Public Schools	Dr. Eleanor Moosey	Worcester, Massachusetts 01601	2
Yakima School District	Douglas Suhm	A.C. Davis High School 212 South Sixth Avenue Yakima, Washington 98901	2
Honeoye Falls-Lima Central School District	David Maurer	Honeoye Falls, New York 14472	1
Liverpool Central School District	William Haber	Elmcrest Elementary School Liverpool, New York 13088	1
Portland Public Schools	Dick Gray	Benson High School 546 N.E. 12th Avenue Portland, Oregon 97232	1
Quabbin Regional High School	Kent Bailey	Barre, Massachusetts 01005	1
Stetson Home for Boys	Guidance Director	Barre, Massachusetts 01005	1
W. Irondequoit Central School District	Dr. Mitchell Salim	370 Cooper Road Rochester, New York 14617	1
Westhill Central School District	Richard Roberts	4501 Onondaga Blvd. Syracuse, New York 13215	1
Williamsburg High School	George C. Feiker	Williamsburg, Massachusetts 01096	1

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District	Contact Person	Address	Number of Support Personnel
School District of Philadelphia	Helen F. Faust	Division of Pupil Personnel and Counseling 21st Street and Parkway Philadelphia, Pennsylvania 19103	61
Sampson County Schools	Elizabeth Pulley	303 East Rowan Street Clinton, North Carolina 28328	14
Deerfield Public Schools	Dr. Glenn Waterloo	District #109 Deerfield, Illinois 60015	12
Detroit Board of Education	Felix Sloan	College of Education, Wayne State University Detroit, Michigan 48202	10
Hartford Public Schools	Joseph W. Constantine	249 High Street Hartford, Connecticut 06103	7
Jefferson City School District	Edgar I. Arbor	Jefferson City, Missouri 65101	6
Williamsport Schools	Dr. John Hull	Williamsport, Maryland 21795	4
City of Bridgeport Schools	Helen G. McHugh	45 Lyon Terrace Bridgeport, Connecticut 06604	3
Adams-Cheshire Regional School District	Donald R. Sommer	Route 116--Plainfield Stage Adams, Massachusetts 01220	2
Fairport Central School District	Neil Mutschler	Fairport, New York 14450	2